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ABSTRACT

This curriculum guide was designed to include the principles of career education in German courses K-12. It is divided into the following sections: (1) introductory material giving the philosophy of FL and career education, (2) a general statement of objectives, (3) scope and sequence charts, (4) flow charts for plans of articulation, (5) career-culture related topics and plans, (6) a listing of state-adopted textbooks and materials, and (7) an extensive listing of resources. The course work focuses on developing an understanding of vocations and careers while developing the four language skills. In addition, particular emphasis is placed on teaching German history and culture. (PMP)

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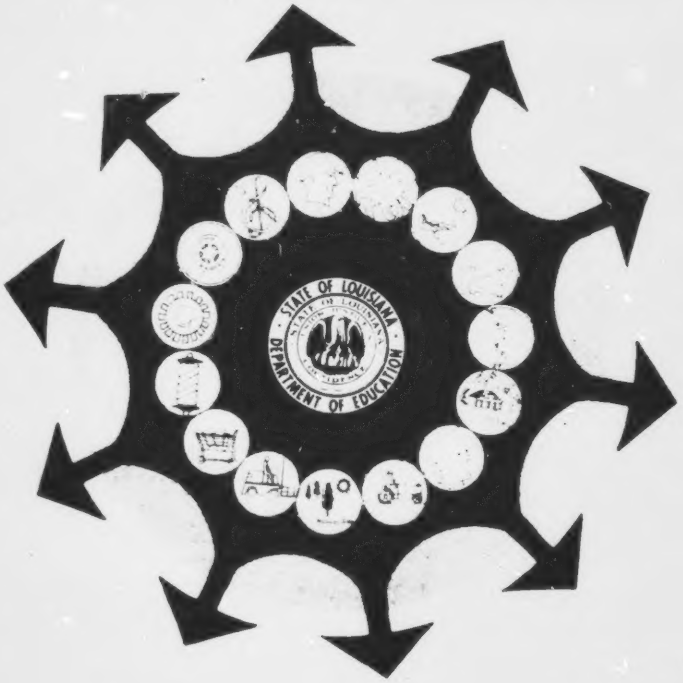

GERMAN CURRICULUM GUIDE K-12

REVISED
1974

CURRICULUM GUIDE
FOR
GERMAN (K-12)

Issued by

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LOUIS J. MICHOT, Superintendent

1974

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This Curriculum Guide was prepared pursuant to adoption of the "State Plan for Career Education"--prepared by the Louisiana State Department of Education--by the Legislature in June, 1974. The Guide is not intended for commercial publication but for practical application in the classroom and any copyrights pertaining to previously published material incorporated in the Guide will be acknowledged upon request.

PREFACE

While much of the editing and writing of portions of this Curriculum Guide were done in the summer of 1973, concurrently with the writing of guides in other subject-matter areas for implementation of the Louisiana State Plan for Career Education, the initial writing of much of the content had actually begun that spring -- following a two-day workshop of the staff of the Foreign Language Section of the State Department of Education and the Curriculum Coordinating Council for Foreign Languages. Revision of the working draft compiled in 1973 was begun following another two-day workshop of the Council and staff members of the Foreign Language Section in the spring of 1974. These workshops were made possible through the financing and planning of the State Department of Education whose staff also proved invaluable in providing the continuity of coordination, as well as clerical help, essential for completing the task. All members of the current staff of the Foreign Language Section have, to a greater or lesser degree, served as consultants and/or writers for this project.

While much credit goes to the staff members of the Foreign Language Section and the members of the Coordinating Council, recognition must also be given the many classroom teachers and college faculty members, not officially named to the

Council, who have devoted many hours of dedicated effort to the culmination of our joint undertaking.

It is recognized also that the devotion of thought, discussion of ideas, and untiring and dedicated efforts at coordinating foreign language activities on a state-wide basis, dating back to the early 1950's and through the 1960's, of many members of the profession, contributed immeasurably to our professional growth in this state.

PHILOSOPHY

The members of the Curriculum Coordinating Council for Foreign Languages affirm the following beliefs:

1. That the terms "foreign language", "second language" and "other language," as used in this Guide, are synonymous, and may hereafter be referred to as "FL" or "FLs". These terms refer to any language other than the first language learned in the home which is, or was in the past, the basic form of communication used by people of various cultures.

2. That language learning is a unique and rewarding experience which will provide for the student new perspectives and insights into the cultural pluralism of which he is a part.

3. That language is an important key to understanding and appreciating the cultural heritage and identity of other peoples.

4. That the study of other languages strengthens the ties between peoples of the world and therefore is necessary to the future role of our nation in world affairs.

5. That the progressive acquisition of another language provides the asset of communication which increases each student's career opportunities as well as his ability to perform in his chosen field.

In light of these beliefs, the members of the Council feel that the opportunity to study other languages should be made available to every child in Louisiana.

STATEMENT OF PURPOSE

This statement was prepared by the five language committees of the State Curriculum Coordinating Council for Foreign Languages. These committees have met since the spring of 1973 to prepare a State Curriculum Guide for the following language areas: French, German, Latin, Russian, and Spanish. This Guide is based on five general classifications which are Bilingual, FLES, Middle School, Junior High School and Senior High School. These five broad divisions will include seven levels of study designated as Pre-Level I, Level I, Level II, Level III, Level IV, Level V, and Level VI. (See Chart on page 36.)

The prime purpose of this guide is to crystallize the consensus of representatives from the five language groups concerning the guidelines necessary to interpret the role of FLs in the total educational program of the state.

It is the hope of the Curriculum Coordinating Council that this guide will serve in the following manner:

A. To assist school administrators in providing for FLs in the curriculu
B. To assist personnel of institutions of higher learning in
   (1) providing continuity in a sequential program
   (2) providing professional preparation for FL teachers
C. To assist supervisors in overseeing and enriching the FL programs in their charge
D. To assist student services personnel in guiding students in the selection of FL courses
E. To assist FL teachers in gaining a broader understanding of their role
F. To assist students in recognizing that there are practical, humanistic, and aesthetic benefits to be gained from FL study
G. To assist parents in realizing the values of FL study for their children

GUIDING PRINCIPLES

Preface

> "Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.
>
> When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgment then can merge into daily living procedures.
>
> In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On-campus performance in job tasks and skills, following a planned sequence of on-site visitation, should fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of skills learned in the educational environment.
>
> Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgments."[1]

A full-range career education program, K-12, should prepare students so that upon successfully terminating this program, they will be able to enter employment smoothly, continue their training in a post-secondary vocational-technical program, and/or embark upon a course of study at the college level.

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[1] Job Placement (Bulletin), Harlandale Independent School District: San Antonio, Texas, 1972

> "One of the most critical problems faced by the youth today is the transition from school to employment. One's occupation is not only the most significant status indicator in our present American society, it is also most often the determining factor in his life. His standards of living, the neighborhood in which he lives, associates with whom he works, and the satisfaction which he achieves, depend largely upon his proper choice of career occupation, his preparation for it, and the adjustment to his employment.
>
> "Providing increased occupational training is not enough to insure satisfactory careers. After receiving training and developing salable skills, a young man or woman frequently nevertheless finds desirable employment unobtainable. Those who have not received special preparatory training and education are faced with an infinitely more formidable task. These young people must have assistance and guidance in obtaining employment commensurate with their abilities and must have help in adjusting to the environment of the business and industrial community.
>
> "The enormity of this need can be realized when one considers that over two thirds of the high school graduates enter the employment market directly from school and that...only about one third of the graduates have developed salable skills. When those who leave school before completion are included, the problem becomes greatly magnified."[2]

There is general recognition today that a program of foreign language study, either in modern or classical languages, will provide students with skills and cultural insights leading into job opportunities and differing life experiences, and at the same time give them insight into the various cultural heritages of our own country. Students whose intellectual, social, cultural, and career development is thus broadened become better equipped to take their place as contributing members of the modern world community. We feel justified, therefore, in concluding that:

> "The mastery of another language can no longer be considered a cultural frill. Rather, it is considered by many to be a major psychological weapon. Many factors have contributed to the recognition of the need for people with proficiency in more than one language. Important among these are increasing international involvement, growing business interests in newly established nations,

---

[2] Harlandale, ibid.

increasing interchange among nations of scientific and technological information, and improving travel facilities with a resulting increase in tourism. Added to these is the present need to communicate, within many of our larger cities, with a large non-English speaking segment of the population. Beginning the study of a foreign language in elementary school offers the greatest potential for developing foreign language skills in a large portion of the American public.

The consensus today is that both an understanding and a speaking knowledge of a foreign language are essential for communication; and since the ability to understand, to speak, to read, and to write cannot be sufficiently achieved in a two-or three-year sequence, the longer sequence will have to be accomplished by starting the study of a foreign language in the elementary school."[3]

Certainly, many more Americans today than ever before need to be able to speak and to understand the spoken languages of other peoples. How much more successful Americans might be in their human relations throughout the world if only they could speak fluently and idiomatically the languages of the peoples with whom they are dealing!

Moreover, increasingly today there are vocational and professional opportunities for our young people which involve foreign language study. Consider the following list:

American employees in foreign branches of American businesses

Archeologists

Airline stewardesses and other employees on world airlines

Clerical workers attached to overseas services, to consular services, to diplomatic corps

Engineers

Hotel clerks and greeters for foreign speaking guests

Civil service stenographic and secretarial employees overseas

Consular services

Members of diplomatic corps

Employees of American mining and oil companies, centered in foreign lands at the source of raw materials

Radio announcers (should be familiar with at least two foreign languages)

Reporters, editors, pressmen for foreign language editions of American newspapers and reporters who can translate foreign newspapers

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[3] Foreign Languages Grades K-12 (Bulletin No.5), Connecticut State Department of Education: Hartford, Conn., 1968, p. 9.

Interpreters

Members of armed services quartered at American posts in foreign lands and their dependents

Personal shoppers for foreign customers

Persons working at the United Nations and under UNESCO

Publishers of trade journals for circulation in foreign countries.[4]

Research workers

Teachers of foreign languages, exchange teachers, and teachers in American schools overseas

Translators

Transportation workers

Paleontologists

Travel agencies' employees

Medical Photographers

Graphologists

Astronomers

> "While even two years of study can provide an understanding of and competence in the use of many basic speech patterns in a modern language or may result in an understanding of much of the basic structure of Latin, it takes several more years of study to acquire effective command of skills and broad insights into another language and culture.[5]

SCOPE AND SEQUENCE

Research has shown that for a student to gain proficiency in a language, he must have at least 600 contact hours with the language.[6] If we consider that a student can gain a maximum of 120 hours of instruction from a fifty minute period per day for a regular school session of 180 days, then the necessity for an extended sequential foreign language program becomes apparent.

It must be pointed out that in order to derive the maximum benefit from any sequence of foreign language study, however long it may be, the program should be pursued consecutively from year to year without any extensive gap in instruction within any given level or between levels. Also, it is important that a systematic review of the content of the previous level take place during the initial weeks of a subsequent level. The importance and extensiveness of such a review should be determined by the length of time elapsed.

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[4] _Introducing Children to Languages_, New York State Ed. Dept.: Albany, 1962, pp. 6-7.

[5] Connecticut State Dept. of Education, _op. cit_, p.l.

[6] _Modern Foreign Languages and Your Child_, U.S.O.E. Bulletin No. 27020, 1964, p.29.

It should be pointed out also that it is more advisable for a student to follow an articulated sequence in one language. This, however, does not rule out the possibility or advisability of studying more than one foreign language at the same time, provided a sufficient grasp of the phonology and morphology of one is gained before another is initiated.

While national as well as local interests, along with administrative necessities, may dictate the specific language offering(s) of a school or system, there are factors peculiar to individual students which merit equal if not greater consideration in determining such offering(s).

If the educational offerings of each school in our state are to be as relevant and as comprehensive as feasible in order to provide the most varied and thorough opportunities for all of its students, then their individual needs, interests, levels of competence, and abilities should determine the language(s) offered in the foreign language program and also the scope and sequential articulation between the levels of the languages.

If the foreign language program is to be initiated prior to the third grade, it is suggested that PLAN I (shown in Chart on page 36) be followed, and PLAN II is to begin between the third and sixth grades. Under either of these plans students are able to experience progress and success as they advance from one level to another in a well-coordinated program. Ultimately they can pursue Advanced Placement for which they may receive college credit for their efforts. This should make possible a smooth transition into upper-level courses in college or the by-passing of foreign language courses required in certain college programs.

Students following the long sequence of PLAN I or PLAN II in one language also have the opportunity to begin another language under PLANS III-VI, and perhaps receive high school or college credit for more than one foreign language. Those who start their second FL study no later than junior high school do so at an age when they still have minimal interference from their native language, and are able to carry over the benefits of this early experience at whatever stage they may begin the study of a second FL.

Keeping in mind that the schools in Louisiana range from those in the sophisticated urban areas which offer elementary, middle school, junior high, senior high, and Advanced Placement courses in several languages, to the rural areas which may offer only a two-year course in one language at the senior high level, the above plans are intended to offer wide flexibility for establishing or revising a foreign language program. These plans afford both the student services personnel and the classroom teachers a realistic means of meeting the individual needs and interest of all students. By demonstrating competency as determined by local school authorities and approved by the State Department of Education, a student entering FL study at the senior high school level can be placed beyond Level I and can be granted carnegie units of credit for prior level courses or additional elective credits may be earned for FL study outside the regular program (foreign study travel, foreign languages camp, etc.), if approved by local school authorities and State Department of Education.

Many parishes do not offer a wide variety of foreign languages within their school system because the demand for more than one language is not great enough within the immediate school district. As one approach, to this problem, some systems are investigating the possibility of designating certain high schools to be centers for particular languages and then issuing permits to secondary students to travel to these centers during the school day. Another approach is to assign FL teachers to more than one school. These options allow for a strong foreign language program in all language areas without unnecessary duplication of materials and with a minimum expenditure of funds and maximum utilization of personnel.

As a first step toward establishing or revising a foreign language program, it is suggested that any language(s) made available after the sixth grade be offered in three phases, at Level I and Level II, as shown below. It should be noted that the word level is used to designate a specific segment of a course of study as defined in the Chart of Plans I-VI and outlined in the Scope and Sequence Charts and does not necessarily equate with a grade or with any given textbook or portion of a given textbook series.

Phase A -- for students with prior study or comparable language experience
Phase B -- for beginning students with insufficient other language experience or prior study
Phase C -- for students wanting intensive concentration in the career-culture concepts and less in the communications skills

It is feasible to change from Phase C to Phase A or Phase B, prior to finishing Level I, provided a student is sufficiently proficient in the communications skills and linguistic content of A or B, or is able to develop this proficiency after the cross-over. The minimal content required for a Phase C course will include approximately one-half the linguistic skills and concepts required in Phase A or Phase B, or the teacher will accept mastery of only 50% of the criteria required for success in A or B.

Since the concept of "phasing" courses is new in foreign language instruction in Louisiana, a few plans for implementing these are suggested: performance contracting, peer instruction, individual and group research projects geared to the levels of interest of the students, and seminar classes-all of which can be appropriate aspects of an individualized instructional program.

Which Language?

In choosing the appropriate second language for a student, there are many variables to consider such as whether or not he will need that language for further success in a chosen career field, the community in which he plans to work, the heritage and second language of his immediate area, and, perhaps the most important, the interest he has because of previous experience.

There are certain predominant language areas in world affairs. Of the five official languages of the United Nations (Chinese, English, French, Russian, and Spanish), French and Spanish are the two foreign languages that fit best into the European background of our country and are the most often used in communicating with some of our neighbors to the North--Canada and to the South--Mexico, the Caribbean, and Central and South America--and with citizens of the Hispanic world living in this country.

According to the U. S. Bureau of the Census in a March 1972 survey, about half of the U.S. population identified themselves with one of several ethnic groups. 100.2 million gave British, German, Irish, French, Spanish, Italian, Polish, or Russian as their ethnic origin. In non-English speaking ethnic groups, German ranked highest with 25.5 million. Spanish descent numbered 9,178,000; French 5,420,000; Russian 2,188,000; Italian 8,764,000 and Polish 5,105,000.

Therefore, one may want to consider the specific heritage of a local area in choosing a foreign language; for there is a practical value in knowing a foreign language which is maternal to a large portion or ethnic group in a community, as this will enhance understanding among the peoples of the community.

Other factors helpful in selecting the proper second language are the technological or military importance of the country or countries where it is spoken. For example, many nations are world leaders in areas that offer unlimited advancement and job opportunities to those who are fluent in their languages.

In the career areas of space, medicine, commerce, recreation, sports, and politics, Russian and German would provide the passport for increasing career effectiveness as well as development of traditionally valued humanistic qualities with greater horizons for those who take advantage. In the area of world finance, a knowledge of the monetary system of other countries is necessary for business careers. A thorough knowledge of French, Spanish and German will make available jobs in the banking and international money exchange field (especially with those sections of Europe belonging to the Common Market). Also, Japanese is fast growing in importance to the business world.

Recently, with renewed interest in the humanities, Latin has taken on a new prominence. Its life continues not only in its great literary works but runs throughout such modern languages as Italian, French, Spanish, Portuguese, and Rumanian. A knowledge of Latin can reinforce reading skills and provide specific vocabulary for students planning to enter other areas of study, such as law, medicine, and the biological sciences. In the study of theology, Latin can be invaluable.

Another consideration in choosing the language(s) to be offered is the availability of certified and competent teachers. These teachers must be equipped to deal not only with linguistic problems but also cultural differences, and must have the knowledge and training necessary to acquaint students with the geography, history, literature, art, music, and customs of the civilization of which students may desire to become a part through their chosen field or other interests.

With the unique position of the United States as a world leader, comes the obligation to communicate with those who seek from us understanding and leadership. We cannot fully fulfill this responsibility unless we relate to them as people; therefore, learning a second language will open up to our youth many opportunities available in two or more worlds.[1]

> Since the usual approach to selection lies along the path of least resistance, most districts choose from a list that includes only French, German, Latin, Russian and Spanish.
>
> Systems that are still not ready to make unconventional choices can operate a good program within the conventional range. Some effort should be made to find which languages among the possible selections excite popular interest. In counseling students, every attempt should be made to discover which language each student really prefers to undertake. If a FLES program is confined to one language, it should be one to which the community reacts very favorably.[2]

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[1] Introducing Children to Languages, New York State Dept. of Education, Albany, N.Y., 1962.

[2] Foreign Language, The Key to Understanding in a Jet Age World, Utah State Board of Education, 1970.

GENERAL NOTES AND INFORMATION[1]

The Role of Administrators and Supervisors in the Foreign Language Program

The formulation and direction of policy regarding the program of instruction lies principally within the administrative-supervisory staff of a district, but the implementation of instruction is the realm of the teacher. Foreign language instruction needs the specific attention, support, and direction of the superintendent, supervisors and the school administrators in order to insure that teachers and students reach the goals and objectives of the foreign language program.

The ingredients for a successful foreign language program are listed below:

1. Parish support and direction including:
    a. A supervisor or someone with delegated responsibility for leadership in foreign language instruction.
    b. Clearly stated objectives.
    c. A cooperatively designed and coordinated program of instruction encompassing several years of continuous foreign language learning.
    d. Materials and instructional aids of sufficient quality and quantity to help the teacher accomplish his objectives.
2. A school principal who actively supports the foreign language

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[1] This section, pages 15-22, is an adaptation of a similar section in Foreign Language, The Key to Understanding in a Jet Age World, Utah State Board of Education, 1970.

teacher in their assignments.

3. A staff of professionally competent, enthusiastic teachers.
4. Students who are aware of the value of foreign language learning and who have resolved to put forth the effort required to learn another language.

How to develop a successful foreign language program:

1. Consult with language experts to determine what is desirable and possible for the school.
2. Select languages which reflect as much as possible the interests of the community for which competent, enthusiastic teachers are available and for which there is a possibility of continued study at higher levels.
3. Make election of language study possible for all students, not just the college bound.
4. Employ only well-trained teachers whose major interest is language teaching and who are motivated toward perfecting their own fluency and acquiring new techniques of language instruction.
5. Select new teaching materials on the basis of teaching goals agreed upon by state and local committees.
6. Involve teachers in all decisions concerning selection of language, scope and sequence of texts and materials.
7. Provide a coordinator or supervisor who has a competent foreign language background and who is directly responsible for supervision and promotion of the program. An experienced, competent teacher already teaching in the school system may be given the responsibility of assisting beginning teachers.
8. Avoid excessively large beginning language classes, not to exceed a maximum of 25 students.
9. Avoid scheduling upper FL level students with beginning level. (Exceptions should be made in consultation with the teacher.)
10. Offer a curriculum that provides for different interests, abilities, and competency levels.
11. Provide foreign language instruction for all students at the earliest possible grade level.

Administrative Considerations

In developing a foreign language program, administrators should ask such questions as:

1. Is the curriculum flexible enough and are there sufficient periods in the school day to allow students to enroll in foreign language classes without difficulties in scheduling?

2. Has provision been made for continuity of instruction from its beginning through grade 12 so that students may develop a real proficiency in the language?

3. Is the program well-articulated and coordinated between levels in any given school and/or between elementary, junior high, and senior high schools throughout the school system?

4. Is the preparation of the teaching staff adequate to meet the objectives of the program?

5. Does the school system promote participation in in-service training, night courses, summer institutes, and travel abroad; and provide compensation for teachers engaging in such activities?

6. Is adequate supervision given the program to insure appropriate and effective instruction?

7. Are parents apprised of the developing foreign language program?

8. Have sufficient space, materials, and equipment--tape recorders, record players, slides, foreign language periodicals, books, realia, and tape recordings--been provided for teachers to create a varied and stimulating program and to accomodate individual differences?

9. Are provisions made for appraising and implementing new developments and materials in the field of foreign languages as well as for overcoming existing weakness and resistance to change?

Relationships with the Teacher

The administrators have the responsibility of assuring teachers a situation that will produce the highest professional growth. Teachers work most effectively when they have:

1. Time to keep informed about the latest research, progress, and new materials in their field.

2. Time to work individually with students.

3. Time to prepare suitable classroom and laboratory materials.

4. Time to visit other schools with similar programs.

5. Time to participate in study groups and workshops.

6. Time to develop extracurricular activities such as language clubs, plays, and excursions.

7. Time and financial assistance to attend professional meetings.

8. A budget for purchase of audiovisual materials, films, slides, foreign language newspapers and magazines.

9. Encouragement to participate in summer workshops or institutes and to travel.

The Role of the Librarian[2]

The librarian has a special function in the language program much as he has in the program for any other school subject. Sections of the library should be developed that will supply language resource materials to the student and teacher. Single or multiple copies of foreign language books, periodicals, and recordings will be needed to meet student interests and abilities. Reference materials suitable to different levels will provide information needed for reports and discussions. Dictionaries are useful, especially so if beginning, intermediate, and adult editions published in the language being studied are provided. General interest in language and reading can be encouraged by placing circulating collections in the classrooms. The language of these materials should be at the appropriate level of the classes. For teachers, the librarian can maintain a special section containing professional literature. Class sets of periodicals should be available to teachers.

It is not the province of the librarian to have charge of the language laboratory; the laboratory is used for instruction and should be under a language teacher's direction and guidance.

The language teachers, the language supervisor, and the librarian should coordinate their activities in the selection of all materials to be used for teaching and learning languages. The selection and processing of language learning materials is a continuous process. School librarians throughout the state should be continuously adding to collections of tapes, films, books, and other printed materials for the language program.

The Role of Student Services Personnel

Political and technological developments in the last two or three decades have necessitated a complete modification in foreign language instruction in all facets of language learning with emphasis on oral communication. Countries and peoples are now hours distant travel, not weeks or months. Politically, peoples are clamoring for independence, higher living standards, and are looking to world powers for information and help. These developments have thrust on citizens of our state and country exacting responsibilities which cannot be met until lines of communication are established. If our State is to rise to this challenge, foreign language instruction must be available to all youth of the state.

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[2] French for Listening, Speaking, Reading, Writing, California State Department of Education Bulletin, 1962.

The following facets should be considered when counseling students concerning foreign language study:

1. Language study helps students to become more articulate, broadens students' cultural and intellectual horizons, and increases respect and tolerance for ideas, values, and achievements of peoples of other countries.

2. All students should have the opportunity to elect foreign language study and to continue it as long as their interest and ability permit.

3. Students should begin language learning at an early age. The advantages of an earlier start are greater ease in learning and the chance to develop near-native proficiency in speaking.

4. Students entering the secondary schools from an elementary school foreign language program should be given the opportunity to continue in the same language through at least another four-year sequence without interruption.

5. It is important to identify students who are especially capable in language learning in order to give them a long enough span of study to become linguists or other language specialists.

6. Students who may eventually become our national leaders need a higher level of foreign language competency and should be encouraged to study foreign language.

7. Students who are native speakers of a foreign language taught in schools do not benefit from the usual beginning courses designed for English-speaking students. Such students should, therefore, be encouraged to take foreign language classes designed for their special needs, at their individual level of competency.

8. The particular foreign language which a student studies in school is a matter of individual motivation based on such considerations as which languages are available, family preference, community background, career interest, travel opportunities, and others.

9. The counselor should neither suggest nor imply that one foreign language is easier to learn than another, or that one language has greater social acceptance or appeal. On the other hand, it may be that one particular language would be better preparation for the (tentative) career decision made by the student.

10. The counselor is encouraged to consult with the foreign language teachers on all matters concerning the foreign language program.

11. Students should be made aware that FL study:[3]

    a. Provides for active participation in language, building skills which will permit the student to communicate with another linguistic society, thus breaking the language barrier for him.

    b. Makes it possible for him to understand how a linguistically different society behaves and thinks, enabling him to see that his own patterns of behavior and thought are not the only ones or necessarily the best.

    c. Permits the study of all facets of the foreign culture, including the comparing and contrasting of the careers, customs, creative endeavors, and institutions of the foreign culture with those in the student's own country, thus deepening his understanding of his own cultural and personal values.

    d. Acquaints the student with the plurality of cultures within his own society as well as in the world at large, and leads him to value this linguistic and cultural diversity.

    e. Provides the student with understanding about the nature of language, how it functions, and its roots in a particular culture.

    f. Gives the student better insight into his own language by becoming aware of the similarities and differences existing between selected phonological, morphological, and syntactical patterns of the foreign language and his own.

    g. Opens up to the student new areas of interest and enjoyment.

    h. Opens up to the student wider career opportunities in such areas as business, industry, military or government service, and the professions.

    i. Equips the student for more meaningful travel.

    j. Involves the student in activities which lead him to ever increasing levels of maturity in reasoning processes, creative expression, satisfaction of curiosity, exercise of personal responsibility, and tolerance of differences in attitudes.

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[3] Wholeness in Learning, Working Draft of the Maryland and Delaware State Departments of Education, Fall, 1972

Notes to Parents

BECAUSE

Problems and struggles of people from faraway places are being brought into the home via the modern communications media, a better understanding of foreign cultures is necessary so that Louisiana can better handle the growing ties that bind countries together in a constantly shrinking world.

BECAUSE

Louisianians can travel the Atlantic Ocean by jet in about six and one-half hours and people can reach airports in practically all parts of the world, no place on earth is more than 25 hours away.

BECAUSE

Of American investments abroad and foreign investments in the U.S.A. jobs are increasingly available to those who can communicate effectively in another language.

BECAUSE

Vast numbers of Louisianians are associating with people speaking foreign languages, building a complete understanding of other people, their ideas, and their culture becomes vital. Interpreters can never substitute for face-to-face, persons-to-person communication. Breaking the "Language Barrier" is the first step in increasing the well-being of citizens of Louisiana.

BECAUSE

Louisiana has recognized the importance of foreign language mastery to the careers of its students, the educational system of each parish should offer a program of study that will equip students with a competence in another language. Proficiency in another language can only add to rather than detract from, the chances for success in a career field.

BECAUSE

A program of foreign language study must be pursued consecutively from year to year without any extensive gaps, a parent should not expect a student to return home, after one year of study, with a native ability in any language.

The Role of the Teacher

The past few years have brought rapid change in the teaching of foreign languages. The profession requires teachers who are proficient and skilled both in methodology and in languages. Teachers must continually seek, find, and assimilate modern techniques and methods.

Not all language teachers have the same abilities, attitudes, loyalties and preparation. Realizing that they are teaching one of the most technical and difficult subjects offered in the elementary and secondary schools, language teachers of outstanding quality will:

1. Continually improve competence in language skills by all possible means, including periodic foreign residence.
2. Keep abreast of development in the language and culture.
3. Convey habitually a positive, enthusiastic attitude for teaching the language and culture, and for language learning.
4. Have a genuine interest in young people; accept students where they are and move ahead with them.
5. Be thoroughly dedicated to the language-teaching profession; establish good professional relationships with total staff.
6. Understand thoroughly the basic philosophy of the program (text) being used.
7. Join and participate regularly in local, state, and national associations, especially those directly pertaining to language learning.
8. Survey at least monthly the professional literature of their teaching specialties.
9. Acquire additional formal preparation through in-service workshops and course work.
10. Test new programs and experimental ideas.
11. Be discriminate in the use of English in the foreign language classroom.

Preparation of the Foreign Language Teacher

Who should teach foreign languages? What should be the preparation of the foreign language teacher?

The following qualifications may be reasonably expected of a teacher of foreign languages in the elementary or secondary schools:

1. He should be well acquainted with the prevailing philosophy and practice in the American elementary and secondary schools.
2. He must be genuinely fond of and effective with children so as to be able to arouse and maintain their interest and enthusiasm.
3. He should be a broadly educated, resourceful, and enthusiastic person.
4. He should possess a thorough knowledge of, skill in, and enthusiasm for the language or languages that he proposes to teach, together with a knowledge of the history, civilization and culture of the countries or areas involved.

Those who are the closest to the elementary and secondary schools are of course most insistent upon the first of the qualifications listed, as perhaps they properly should be. The language teacher who is intimately acquainted with the philosophy which guides the American school system is in the best position to relate the language experience to the rest of the program.

Effectiveness with children depends partly upon the temperament of the teacher, but it can be assisted by a sound preparation in educational psychology with emphasis on child growth and development, and by training in a variety of techniques and practices. However, in the teaching of foreign languages, as in other disciplines, it must be borne in mind that preparation in the discipline is of prime importance, and must not be sacrificed to other preparations which, although necessary and important, are aids rather than aims.

Perhaps the most important of these qualifications is the one that can least well be taught. Character, personality, and intelligence can be cultivated by education, but they are in large part what one is born with and inherits from family and environment. If one is not basically endowed with the proper faculties, no amount of education--general, specialized, or professional--will ever do very much to form a well qualified teacher. And yet, if one is endowed with these faculties, they must still be carefully cultivated or else they will fall into disuse. The preparation of really good teachers therefore depends first upon a selection of promising candidates and then upon a vital and thorough general education. Personal and intellectual stature and a broad general education are sometimes considered less important for the elementary school teacher than for the high school or college teacher. That is a serious mistake. Whether teaching a child, an adolescent, or a grown-up, a teacher is dealing with a human being on whom he may have a deep and lasting influence and he needs therefore to have as broad a grasp as possible of the humanities. A child in the elementary school has an almost unlimited sensitiveness and imagination; his teacher should be the kind of person who holds before him a lofty vision of life, who is infinitely resourceful in discovering and developing his extraordinary capacities, and who is skillful in stirring his curiosity and arousing his imagination. The language teacher, at any level, must therefore take his place beside the other teachers in meeting the highest possible human and intellectual standards.

The most difficult requirement of the four is the last, the thorough knowledge of the new language and of the people who speak it. Since children, particularly the younger ones, learn readily by imitation and are capable of imitating perfectly, it is important that they have as good a model as possible to imitate. If the teacher is to serve as the model, he should have a native or near-native accent in the language which he teaches. It is not sufficient for him to "know" a language theoretically, that is, to be well-versed in the grammar of the language. He should be able to feel the language and to live or enact the language. This means that the sounds must be accurate and the sound patterns and the meaning of patterns must be natural and instinctive. In fact, it means that the teacher must not only talk like a native speaker, but that he must act, and in a sense, think and feel like one.

What about the foreign teacher? In the first place, many states have laws against the appointment of foreign teachers. So long as these laws stand, the supply of teachers in these states will be restricted to native Americans. This seems to be a crippling restriction, for we are neglecting one source of supply of qualified teachers. It would be in our national interest to make our laws more flexible in regard to the appointment of foreign teachers, but we should at the same time have very specific safeguards concerning the selection of these teachers.

There is generally no question about the adequate knowledge of the language and cultural background in the case of an educated foreign teacher, but there is much evidence that a native knowledge of a language is not in itself a sufficient qualification. It is just as important for the foreign teacher as for the American to have a broad general education and to have a creative and enthusiastic personality and that rare adaptability which will enable him to stir the enthusiasm of American children.

It is equally important that the foreign teacher learn to know the American school system, its guiding philosophy, and its prevailing practices, for the educational patterns generally prevalent in other parts of the world may differ conspicuously from those in America. In Europe, for example, the teacher's authority is better preserved and more respected than it is in America. Here the teaching and learning operations are generally conducted in an informal atmosphere of collaboration between teacher and pupil. A teacher who is completely out of sympathy with such a philosophy could easily create tensions or lose control of the class.

In deciding who should teach foreign languages, and what should be the preparation of a prospective teacher of foreign languages, there is the danger that, in wishing to set standards high enough, we set them so high as to discourage legitimate enterprise. It is one thing to establish a long-range goal, and it is another to deal with the present situation in a realistic fashion. The truth is that we shall for some time have to use the teachers that are now available. Properly motivated, and properly prepared, they can greatly improve their competence.[6]

In our judgment, at the present time there is still no better program for the preparation of teachers of foreign languages than that sponsored in 1963 by the Modern Language Association. While this program will seem to many like setting impossibly high standards, let us say rather it is an attempt to define the ideal of language teaching.

In view of its value, that program is given below in its entirety, including the Modern College Statement of Teacher Competencies:

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[6] Much of the above material has been suggested by Professor Theodore Andersson's "The Teaching of Foreign Languages in the Elementary School." Although the pamphlet was published in 1953, much of what is said is valid today, and bears examination and study.

STANDARDS FOR TEACHER-EDUCATION PROGRAMS IN MODERN FOREIGN LANGUAGES

Prepared by a conference convened by the Modern Language Association in December 1963, this statement is addressed to state departments responsible for the certification of teachers and to institutions that prepare elementary- and secondary-school teachers of modern foreign languages. Its purpose is to identify and clarify acceptable standards of preparation.

1. Only selected students should be admitted to a teacher-preparation program, and those selected should have qualities of intellect, character, and personality that will make them effective teachers.

2. The training of the future teacher[7] must make him a well-educated person with a sound knowledge of United States culture, the foreign culture and literature, and the differences between the two cultures. It must also enable him to:

   a) Understand the foreign language spoken at normal tempo.

   b) Speak the language intelligibly and with an adequate command of vocabulary and syntax.

   c) Read the language with immediate comprehension and without translation.

   d) Write the language with clarity and reasonable correctness.

   e) Understand the nature of language and of language learning.

   f) Understand the learner and the psychology of learning.

   g) Understand the evolving objectives of education in the United States and the place of foreign-language learning in this context.

3. In addition to possessing the requisite knowledge and skills, the language teacher must be able to:

   a) Develop in his students a progressive control of the four skills (listening, speaking, reading, writing).

   b) Present the language as an essential element of the foreign culture and show how this culture differs from that of the United States.

   c) Present the foreign literature effectively as a vehicle for great ideas.

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[7] These specifications apply to the specialist in modern foreign languages at all levels. In the elementary schools there is a clear need for specialists as well as for the classroom teachers who do the follow-up work on the specialist teacher's lesson.

- d) Make judicious selection and use of methods, techniques, aids, and equipment for language teaching.
- e) Correlate his teaching with that of other subjects.
- f) Evaluate the progress and diagnose the deficiencies of student performance.

4. An approvable program to prepare such a teacher must include:
   - a) Intelligent evaluation and utilization of his pre-college language training through course placement according to results of proficiency tests.
   - b) An offering of language and literature courses advanced enough to enable him to teach the gifted student.
   - c) Courses and directed reading that give him a first-hand acquaintance with major works of literature.
   - d) Use of the foreign language as the language of instruction in most, if not all, language and literature courses.
   - e) Extensive and regular exposure to several varieties of native speech, through teachers, lecturers, discs, tapes.
   - f) Instruction in the foreign geography, history, and contemporary culture.
   - g) Instruction in stylistics, phonetics, and linguistics.
   - h) Instruction in the psychology of language learning and the philosophy of education.
   - i) Instruction and practice in the use of the language laboratory and audio-visual aids.
   - j) Systematic observation of the foreign language being expertly taught, followed by the experience of teaching under expert direction.
   - k) Evaluation of the teacher candidate through (1) proficiency and other appropriate tests, (2) appraisal of his teaching skill by experts.

5. An approvable program should also make provision for:
   - a) Native speakers as teachers or informants.
   - b) Study abroad for at least one summer.
   - c) Organized extra-curricular foreign-language activities.
   - d) Training in evaluating and diagnosing pupil progress.

6. The institution must be able to demonstrate that its modern foreign-language staff is of sufficient size and competence to give the desired instruction. There should be at least two well-qualified teachers of each language and at least one teacher of each language should hold the Ph.D.

7. A candidate's readiness to teach (as attested by his foreign-language department, the education department, the academic dean, and the supervising teacher) must be certified not only by the departments directly concerned but in the name of the whole institution.

8. Teacher-preparing institutions should regularly evaluate the effectiveness of their programs by arranging for visits to their graduates on the job and by inviting evaluations from administrators of the schools in which their graduates teach. It is the responsibility of institutions that prepare teachers of foreign languages--together with state departments of education that certify them--to scrutinize constantly the effect of their programs upon foreign-language learning in the schools that employ their graduates.

9. The first drafts of these documents were written at a Conference at MLA headquarters in New York on 13 December 1963. The documents were subsequently revised twice by correspondence before reaching their present form.

Notes of Interest by Students

Responses given by several hundred high school students in various parts of the state[1] show consistency and uniformity of opinion at various levels in the five languages being studied.

1. Why are you studying this foreign language?

   1.a Such study was or would be a real help in other subject-matter areas--most especially English, other foreign languages, sciences, law, medicine, and theology (journalism was also mentioned).

   1.b Study of the given language was helpful in obtaining a well-rounded education, gave them personal enjoyment, proved helpful in organizing their thinking, and broadens employment opportunities.

   1.c Their decision to enroll in a foreign language class (or in the specific language in question) had been influenced by their parents, friends, siblings, or guidance personnel; or if the language was required, it nevertheless proved enjoyable and satisfying.

   1.d The language being studied had been undertaken in lieu of another language which was not in the curriculum offerings of the school; others gave peculiarly personal reasons for having selected a certain language. A knowledge of foreign languages benefits "the political nature" of our own country, and this study provided "something different for a change," "something new," a "challenge," or "a good teacher."

2. What would you include in your ideal foreign language program?

   2.a Many students interpreted this question to mean "which languages" and listed only names or numbers of languages.

   2.b Many indicated the desire or need for (more) practice in the communication skills (reading stories, giving reports, listening to "native" guest speakers, translation exercises, setting aside at least one full class period each week for conversing solely in the foreign language being studied, games, etc.)

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[1] In the spring of 1974 a brief questionnaire was prepared by the State Foreign Language Curriculum Coordinating Council and was submitted to their students by a number of foreign language teachers in various parts of the state. The languages were French, German, Latin, Russian, and Spanish. Responses given by a college class also surveyed did not differ greatly.

2.c (More) history and culture of the people who speak or once spoke the given language were included by an extensive number of responses.

2.d (More) use of audio-visual materials and out-of-class activities (trips to museums, films, festivals, trips to other schools, tapes, etc.) was requested as frequently as items of (2.c).

2.e The importance of the role of the teacher and the methodology and procedures employed was revealed by many responses, but some of the same students also indicated the importance of having learned to study independently.

2.f Greater accessibility of audio-visual materials during students' "free time".

2.g A number pleaded for more reading materials, more up-to-date texts and more text books (for varied approaches to grammar).

2.h Exchange programs for teachers and students.

2.i Start as early as possible with one and break out into others as ready.

3. What advice would you give to a student considering foreign languages?

3.a The study of a foreign language would make entrance possible in some colleges which might not otherwise be available to a student.

3.b The importance of selecting a language of interest to the student or one which would help him in a particular career or profession later on (at least in college).

3.c The insight into one's native English language to be gained by studying another language (in grammar, vocabulary, foreign language quotations in reading, etc.)

3.d To undertake their new venture with a seriousness of intent to be attentive and willing to work hard--in and out of class, at times--, and with enough time.

3.e The help to be gained with other subject matter courses, especially other foreign languages, the sciences, music, theology, law, and medicine.

4. In your opinion, why don't more students study a foreign language?

4.a Not being made sufficiently aware of the relevance or importance of knowing a foreign language.

4.b Not being made aware of its value (fun, importance to future career preparation, etc.) early enough to make it possible for students to include foreign languages in their schedules.

4.c Feeling foreign languages must not be important since they were not required.

4.d Having been "required" to take a foreign language (in elementary grades).

4.e Insufficient time in their schedules.

4.f Fear of finding foreign languages too hard, too time-consuming, or being unable to keep up (hence, the value of independent study).

4.g The fact that some students can't succeed in English, let alone in a "foreign" language.

4.h Negative influence by peers, parents, or others.

4.i Laziness or indifference.

4.j American attitude of smugness regarding other peoples' learning of English.

5. How can knowing a foreign language help you?

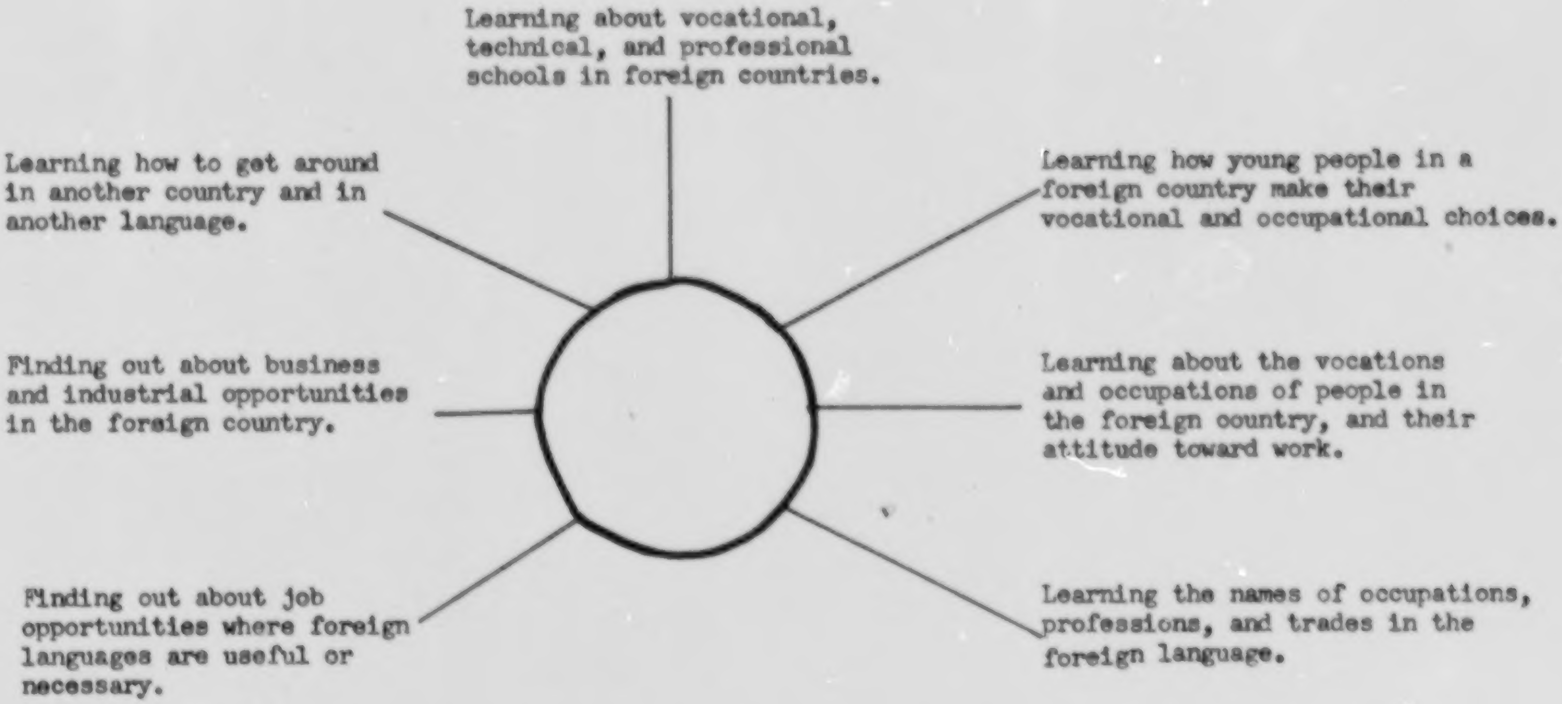
Essentially the same reasons cited in answer to number (1) were given here, with a few additional ones.

5.a Increase of one's patience, as well as in the ability to "think in more orderly manner", and in the clarity with which one learns to express himself.

5.b Ability to gain insight directly into another people's culture by being able to read or learn about them in the "original" language used to write or talk about themselves.

5.c "Pulls you closer to your world," "makes you realize that there are other people in the world," "broadens your horizon," and is very helpful in traveling or contacts with foreign visitors to our country.

GENERAL EDUCATIONAL GOALS AND STUDENT OBJECTIVES IN FOREIGN LANGUAGES



Learning about vocational, technical, and professional schools in foreign countries.

Learning how to get around in another country and in another language.

Learning how young people in a foreign country make their vocational and occupational choices.

Finding out about business and industrial opportunities in the foreign country.

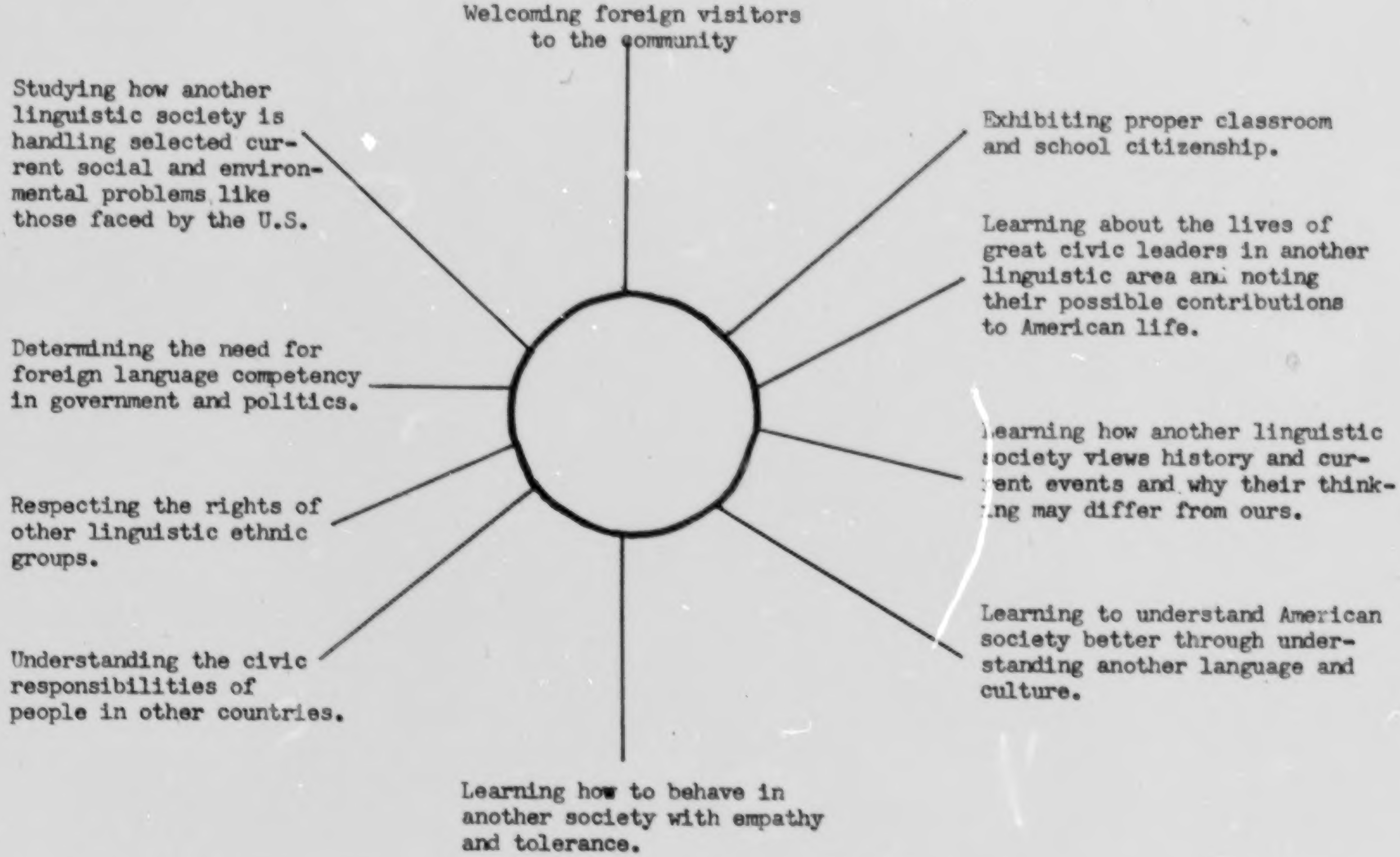
Learning about the vocations and occupations of people in the foreign country, and their attitude toward work.

Finding out about job opportunities where foreign languages are useful or necessary.

Learning the names of occupations, professions, and trades in the foreign language.

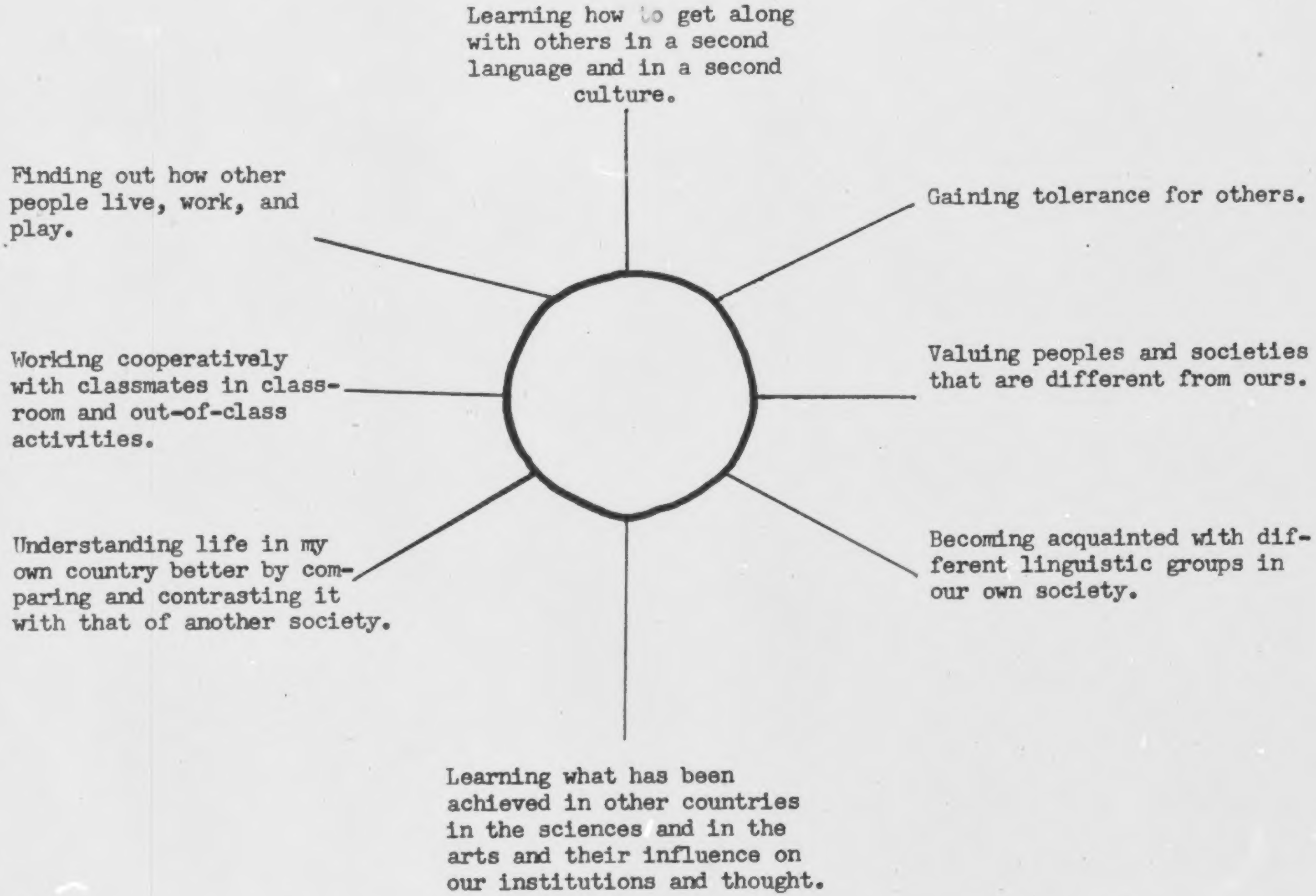
(This chart taken from: Wholeness in Learning, Working Draft of the Maryland and Delaware State Departments of Education, Fall, 1972.)

GENERAL EDUCATIONAL GOALS AND STUDENT OBJECTIVES IN FOREIGN LANGUAGES


Welcoming foreign visitors to the community
Exhibiting proper classroom and school citizenship.
Learning about the lives of great civic leaders in another linguistic area and noting their possible contributions to American life.
Learning how another linguistic society views history and current events and why their thinking may differ from ours.
Learning to understand American society better through understanding another language and culture.
Learning how to behave in another society with empathy and tolerance.
Understanding the civic responsibilities of people in other countries.
Respecting the rights of other linguistic ethnic groups.
Determining the need for foreign language competency in government and politics.
Studying how another linguistic society is handling selected current social and environmental problems like those faced by the U.S.

(This chart taken from: Wholeness in Learning, Working Draft of the Maryland and Delaware State Departments of Education, Fall, 1972.)

GENERAL EDUCATIONAL GOALS AND STUDENT OBJECTIVES



Learning how to get along with others in a second language and in a second culture.

Gaining tolerance for others.

Valuing peoples and societies that are different from ours.

Becoming acquainted with different linguistic groups in our own society.

Learning what has been achieved in other countries in the sciences and in the arts and their influence on our institutions and thought.

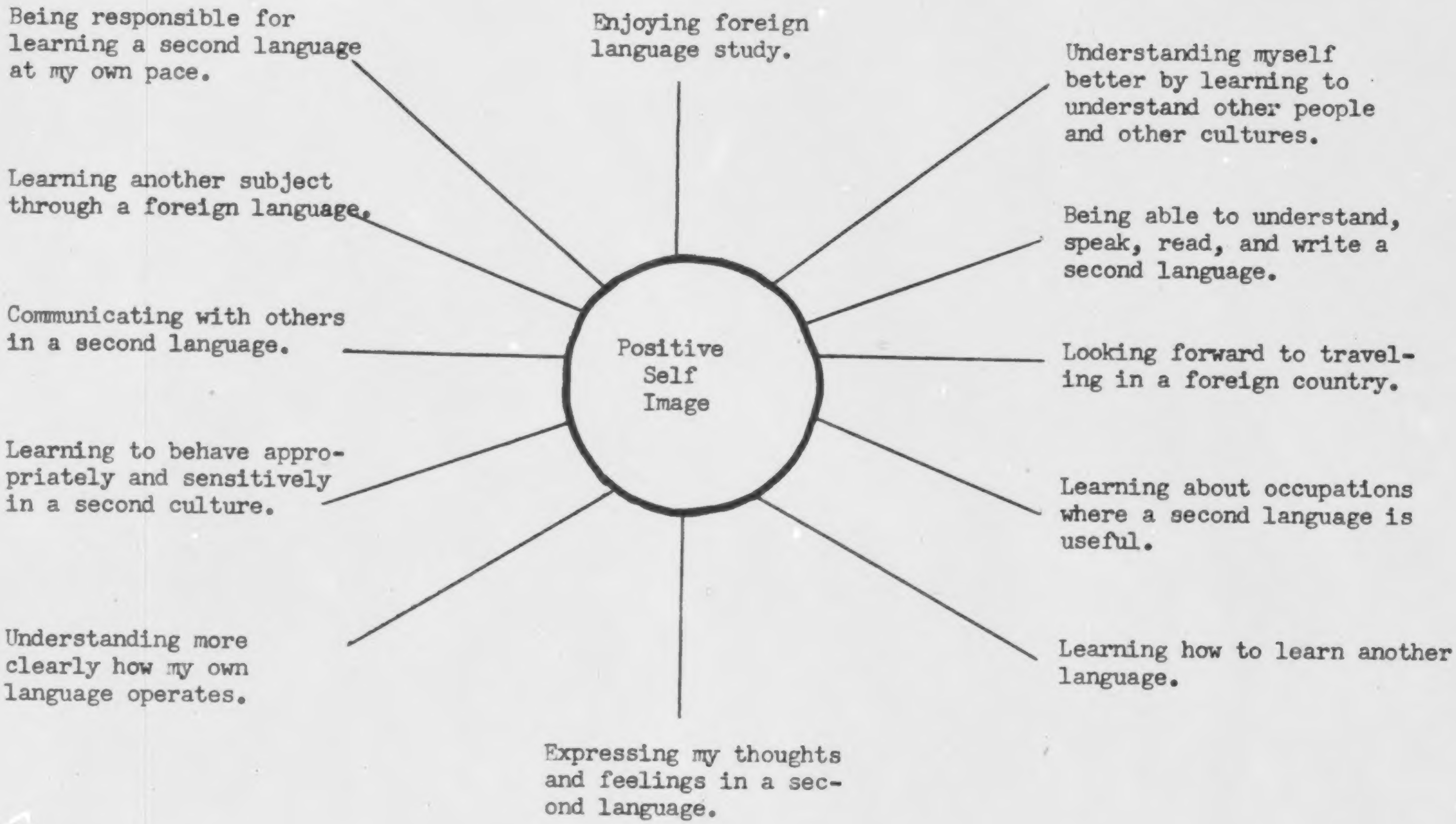
Understanding life in my own country better by comparing and contrasting it with that of another society.

Working cooperatively with classmates in classroom and out-of-class activities.

Finding out how other people live, work, and play.

(This chart taken from: Wholeness in Learning, Working Draft of the Maryland and Delaware State Departments of Education, Fall, 1972.)

GENERAL EDUCATIONAL GOALS AND STUDENT OBJECTIVES IN FOREIGN LANGUAGES


Being responsible for learning a second language at my own pace.
Enjoying foreign language study.
Understanding myself better by learning to understand other people and other cultures.
Learning another subject through a foreign language.
Being able to understand, speak, read, and write a second language.
Communicating with others in a second language.
Positive Self Image
Looking forward to traveling in a foreign country.
Learning to behave appropriately and sensitively in a second culture.
Learning about occupations where a second language is useful.
Understanding more clearly how my own language operates.
Learning how to learn another language.
Expressing my thoughts and feelings in a second language.

(This chart taken from: Wholeness in Learning, Working Draft of the Maryland and Delaware State Departments of Education, Fall, 1972.)

CHART OF SUGGESTED CORRELATIONS BETWEEN GRADES AND LEVELS[1]

GRADE	K-6 (20 min. classes)	7-8	9	10	11	12
LEVEL	Pre-(Level) I and I	II	III	IV	V	VI

PLAN I

GRADE	4-6 (30 min. classes)	7-8	9	10	11	12
LEVEL	I	II	III	IV	V	VI

PLAN II

GRADE	7-8	9	10	11	12
LEVEL	I	II	III	IV	V

PLAN III

GRADE	9	10	11	12
LEVEL	I	II	III	IV

PLAN IV

GRADE	10	11	12
LEVEL	I	II	III

PLAN V

GRADE	11	12
LEVEL	I	II

PLAN VI

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[1] The term level is used to represent that segment of the content of a course of study which serves as the basis for assigning credit.

RATIONALE FOR GERMAN

The present-day German language is derived from a group of languages which falls into the category called Indo-European or Indo-Germanic languages. It, along with Anglo-Saxon and English, is a Teutonic tongue. The kinship of these languages is established because of the general likeness of the structures of the various languages.

These languages show a general similarity in structure as to forms, roots and affixes together with certain common phenomena in syntax or word-order.

German is the official language of Germany, Austria, and three-fourths of Switzerland. In these areas there are 100,000,000 speakers of German. In the countries that border these areas at least another 20,000,000 people speak German as a second language. The study of German is also popular in Japan, Russia, Chile, Egypt and Turkey. In addition there are communities all over the world where German is spoken by the people in their every-day communication, though these communities are merely long "islands" in countries where the official language is some other language than German.

In our modern age there are many reasons why Americans need to be able to communicate in the German language. Since the Second World War, Germany has become a strong ally in world affairs, and the German language is fast becoming a language of commerce.

American students when first beginning the study of German are pleased to find that the German alphabet is quite similar to that of English. They soon discover that many words are identical or similar in the two languages and that German words are spelled the way they sound. For these reasons German is not a difficult language for English speaking people to learn.

German is of special value to students who are interested in music, literature, art, philosophy and western culture, because it is the language of many famous composers, writers, artists and philosophers.

German is also studied by those who are interested in the sciences and mathematics, and is of vital importance to medical students since there are important medical journals printed in German which are not translated into English.

For students interested in business, German is also of vital importance now that Germany has assumed a leading role in the European Common Market. Many American companies have set up offices and plants in Germany and therefore need personnel who can communicate in that language.

Fluency in at least one "second language" is important in today's world. In addition to helping a student get a well-rounded education, it also equips him with a very practical background to take up the tasks of citizenship in our modern world. In order to retain our place of leadership in world affairs we must have citizens who can understand not only the people of other countries but also their problems.

Children who have the opportunity of starting the study of German in the elementary grades are indeed fortunate because they have the opportunity of starting at a time when they have no inhibition in trying to pronounce the foreign sounds.

GENERAL OBJECTIVES

A. BASIC SKILLS

Understanding:

Given orally any word, phrase or passage in German within the range of their linguistic experiences, students will demonstrate their comprehension of German spoken with the normal tempo of native speech by:

1.1 distinguishing between German and English sounds
1.2 distinguishing among German sounds
1.3 identifying grammatical signals in the foreign language.
1.4 responding to questions or statements based on the content of the material heard.

Speaking:

Students will demonstrate their ability to speak German with close approximation of native pronunciation, intonation and gestures by:

2.1 mimicking words, phrases, and sentences modeled by the teacher or the recorded voice of a native speaker.
2.2 responding to questions or reacting to statements on a subject within the range of the students' linguistic experiences.
2.3 producing appropriate questions and/or answers in a conversational sequence.
2.4 contributing factual knowledge and/or opinions to discussions of reading materials.
2.5 producing sustained speech on a specific topic within the range of the students' linguistic experiences.

Reading:

A. Oral
Students will demonstrate their ability to read German orally by:

3.1 pronouncing unfamiliar words containing familiar sound-letter correspondences.
3.2 reading aloud with ease, proper intonation and expression a reading selection with a level of difficulty appropriate to their linguistic ability.

B. Silent
Students will demonstrate their ability to read for comprehension, without translating, a reading selection in German by:

3.3 answering questions, in oral or written form, based on the content of the material.
3.4 briefly summarizing in German the main ideas contained in the selection.

Writing:

Students will demonstrate their ability to write correct, idiomatic German by:

4.1 spelling correctly unfamiliar words containing familiar sound-letter correspondences.
4.2 reproducing, verbatim and in recombined form, words and sentences from selected materials in the form of dictation exercises.
4.3 supplying missing lexical or grammatical items in written exercises.
4.4 constructing original dialogues or narratives within the framework of their linguistic ability.

B. CULTURE

Students will demonstrate their understanding of and their attitudes toward the cultural patterns of the German people, as reflected in their history and in contemporary life, by:

5.1 their personal observations and opinions expressed in discussions of cultural topics.
5.2 role-playing in situations illustrating certain aspects of the culture.
5.3 the decisions they make with reference to pursuing the study of German until a high level of proficiency is attainable.

C. CAREER INTERESTS AND DEVELOPMENT

Students will demonstrate the extent of the development of their understanding of career concepts and their interest in given career(s) by the tentative decisions that they make concerning a plan of preparation and the acquisition of appropriate skills.

SCOPE AND SEQUENCE CHARTS

for

GERMAN

GRADES: K-3
4-6
7-8
9
10
11
12

GERMAN Pre-Level I (Primary FLES) BEGIN BUILDING

Phonology	Morphology	Syntax
Listening and speaking skills short & long vowels pure and umlauted vowels difference between certain consonants in German and English, especially l,r,ch (ich-ach sounds) word accent intonation and rythm in statements, questions, commands	Listening and speaking skills agreement of subjects and verbs definite & indefinite articles in nom., acc., dative personal pronouns in nom. & acc. predicate adjectives possessive adj. in nom.,acc.,dative interrogative and reflexive pronouns present tense of reg. & irreg. verbs and haben, sein, werden, and wollen, müssen, konnen imperative of irregular verbs	Listening and speaking skills normal word order and inverted word order after denn, hier,etc. word order in questions commands, & statements word order with modals position of reflexive pronouns position of nicht

SCOPE AND SEQUENCE

	Vocabulary	Career Concepts in Cultural Context
	Listening skill (about 500 lexical items) Speaking skill (about 250 words & expressions) Reading skill (about 250 lexical items) Writing skill (about 50 words and expressions) Content words (some from each of the following groups): greetings leave-taking classrooms numbers colors clothing clock time calendar time school building house members of family parts of body common foods weather Christmas	AS A PRELUDE TO FUTURE ACHIEVEMENT, EARLY AWARENESS OF CAREERS AND RECOGNITION OF THE WORLD OF WORK CAN BE DEVELOPED IN THE INDIVIDUAL BY TEACHING HIM THAT: 1. the individual is the born resource of society 2. individuals have many kinds of careers 3. meaningful, rewarding careers are available to every individual PARTLY THROUGH THE STUDY OF: forms of address courtesy patterns rhymes songs music Culture should be an integral and natural part of teaching German but should not take the place of teaching the language.

GERMAN Level I REENTER AND EXPAND

Phonology	Morphology	Syntax
Listening and speaking skills Increased use of the items taught at the first stage and practice in conversation Reading and writing skills short and long vowels pure and umlauted vowels diphthongs au, ai, äu, eu, ei consonants ch, chs, ck, dt, j, l, r, s, sch, st, sp, ss, th, v, w, z, silent h, final b, d, g off glide er; final e word accent intonation of sentences capitalization of nouns, ich is not capitalized	Listening and speaking skills Intensive practice in inflectional endings and derivational forms Reading and writing skills nouns with definite and indefinite articles in nom., acc., (dat:reading only) personal pronouns in nom. & acc. predicate adjectives possessive adjectives in nom., acc., dat. interrogative & reflexive pronouns present tense of reg. & irreg. verbs and haben, sein, werden, and wollen, müssen können imperative of reg. verbs nouns & pronouns in agreement with present tense of reg. & irreg. verbs and haben, sein, werden and wollen, müssen, können predicate adjective possessive adjectives in nom. & acc. interrogative & reflexive pronouns	Listening and speaking skills Review of the concepts learned in the first level and increased practice in the proper word order for statements, questions & commands Reading and writing skills normal word order and inverted word order after dann, hier, etc. word order in questions, commands, & statements word order with modals position of reflexive pronouns position of nicht

SCOPE AND SEQUENCE

	Vocabulary	Career Concepts in Cultural Context
	(1) LISTENING SKILLS *1200 - **1000 - ***500 words or expressions (2) SPEAKING SKILLS *800 - **500 - ***250 words or expressions (3) READING SKILLS *1400 - **1200 - ***500 words or expressions (4) WRITING SKILLS *800 - **500 - ***250 words or expressions Content words additional words in the categories mentioned for stage	AS A PRELUDE TO FUTURE ACHIEVEMENT, EARLY AWARENESS OF CAREERS AND RECOGNITION OF THE WORLD OF WORK CAN BE DEVELOPED IN THE INDIVIDUAL BY TEACHING HIM THAT: 1. the individual is the born resource of society 2. individuals have many kinds of careers 3. meaningful, rewarding careers are available to every individual PARTLY THROUGH THE STUDY OF: German names forms of address courtesy patterns German school day and school year regional costumes 24-hour clock German houses some typical foods German holidays, especially Christmas and Advent rhymes songs and music As much of the culture as possible should be done in German. The environment of the classroom, German books, magazines, tapes, films, records, pictures should stimulate the student's interest *Phase A - **Phase B - ***Phase C

GERMAN Level II

Phonology	Morphology	Syntax
short and long vowels pure and umlauted vowels differences between certain consonants in German and English, esp. l,r,s,ch (ich-ach sounds) also chs, ck, dt, j, sch, st, sp, ss, th, v, w, z final b,d,g silent h off-glide er intonation and rhythm in statements, questions and commands initial s diphthongs au, ai, äu, eu, ei, ie, aa, oe, oo, oi word accent and syllabication combination of sounds pf, qu, sw cognates development of spelling techniques German spelling is more phonetic than English	agreement of subject and verb definite and indefinite article in nominative and accusative personal and interrogative pronouns in nom.,acc., and dat. predicate adjective present tense of regular and some irregular verbs and haben & sein imperative of regular verbs nouns with definite & indefinite article and possessive adj. and demonstrative adj.- in nom., acc., & dat. pronouns for nouns (animate & inanimate) prepositions with acc., dat., & dat.-acc. present tense of more irregular verbs & werden &modals da & wo compounds adjectives have case endings	normal word order & inverted word order after dann, hier, morgen and adverbial and prepositional phrases word order in questions and commands some positions of nicht position of direct and indirect objects (nouns and pronouns) word order with modals and separable prefix verbs

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SCOPE AND SEQUENCE

	Vocabulary	Career Concepts in Cultural Context
	(1) LISTENING SKILLS *1200 - **1000 - ***500 words or expressions (2) SPEAKING SKILLS *800 - **500 - ***250 words or expressions (3) READING SKILLS *1400 - **1200 - ***500 words or expressions (4) WRITING SKILLS *800 - **500 - ***250 words or expressions 1000 words and expressions In the context of topic or units: daily routine telephoning shopping letters post office restaurant community transportation city landscape travel animals holidays graded versions of fairy tales, legends and anecdote Vocabulary should include: def.& indef. article personal pronouns demonstrative adj. prepositions werden & modals verbs da & wo compounds	MOTIVATION OF THE INDIVIDUAL's INTEREST IN THE FUTURE WORLD OF WORK IN RELATION TO HIMSELF AND TO SOCIETY, ALONG WITH CONTINUING DEVELOPMENT OF HIS AWARENESS OF CAREERS, CAN BE ACHIEVED BY MAKING HIM INCREASINGLY COGNIZANT OF THE FACT THAT: 1. Meaningful, rewarding careers are available to every individual 2. Work is basic to human development 3. Occupations contribute to society's progress 4. Careers require different knowledge, abilities, attitudes, and talents 5. Individuals have different abilities, interests, needs, and values 6. Individuals seek careers for varied reasons PARTLY THROUGH THE STUDY OF: German names forms of address courtesy patterns social customs German school day & school year Regional costumes 24-hour clock German houses some typical foods German holidays- especially Christmas and Advent rhymes songs and music forms of letters German restaurants German cities German landscape German rivers festivals and fairs folklore proverbs

*Phase A - **Phase B - ***Phase C

GERMAN Level III

Phonology	Morphology	Syntax
introduction to difference between standard German & dialects increased length & speed of utterances perfecting pronunciation with increase in speed of utterance greater awareness of minute pronunciation differences perfecting reading skill with increase in fluency and expression introduction to Fraktur perfecting writing skill with attention to individual needs Not all German-speaking people pronounce sounds alike. High German is understood by all German-speaking people. Most modern German books are printed in Antiqua; old books were printed in Fraktur.	prepositions with genitive possess., limit., descript., attrib. adject. in all cases comparative & superlative special nouns like Herr present perfect & past tense of reg. & irreg. verb, incl. haben, sein, werden, modals, & special verbs reflexive verbs nouns with def. & indef. art. & adject. in all cases prepositions with all cases present perf. & past tense of reg., irreg., & special verbs German has 4 cases; each has a special form & function. Prepositions require specific cases. Adjectives have case endings. Nouns & pronouns agree with verbs in pres. perf. & past tenses. Tense functions often differ in German & English. Verbs follow two main patterns (strong & weak) with some exceptions.	word order in pres. perf. & present & past tenses position of genitive before & after noun position of adverbial expressions of time, manner, & place Word order in pres. perf. tense differs from pres. & past. The genitive may stand before or after the noun. Several adverbial expressions in a sentence stand in the order of time- manner - place.

SCOPE AND SEQUENCE

	Vocabulary	Career Concepts in Cultural Context
	For an active up-to-date vocabulary Grunddeutsch "Basic (Spoken) German Word List" by J. Alan Pfeffer is suggested as a guide. Topical vocabulary should include: current events education vocations government history biography A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials & textbooks. A vocabulary suitable for writing letters, outlines, reports, & compositions should be developed. Vocabulary should include: prepositions with genitive comparatives & superlatives reflex. pronouns special nouns like Herr Each skill demands a certain amount & type of vocabulary. Beyond a general useful vocabulary one needs specific words suitable to the discussion of certain topics.	THE INDIVIDUAL CAN BE MOTIVATED TO RELATE HIMSELF TO HIS NEEDS AND TO DEVELOPE AN INCREASING INTEREST IN THE WORLD OF WORK (AS A MEANS OF MEETING THOSE NEEDS) BY DISCOVERING THAT: 1. individuals have different abilities, interests, needs, and values 2. individuals seek careers for varied reasons 3. environmental variability creates variable opportunity 4. careers can be grouped into clusters 5. different careers are interrelated 6. every career requires some special preparation and a plan of special preparation facilitates this PARTLY THROUGH THE STUDY OF: government educational system recreation highlights of economy, industry, history, & present political situation other German-speaking countries: Austria Switzerland German influence in America: famous German immigrants Americans of German descent German settlements The cultural study is done mainly in German, with some supplementary reading in English.

GERMAN Level IV

Phonology	Morphology	Syntax
poetic variations in the language in phrasing, rhythm, intonation, & in word forms (i.e. contractions, dropping & adding of syllables) perfecting pronunciation with attention to individual problems perfecting reading skill with increase in speed perfecting writing skill punctuation apostrophe syllabication adjec. from city names capitalized Poetic forms of the language may differ from everyday spoken & written German. German has a highly consistent punctuation.	relative pron. in all cases verbs in all tenses in the indicative subjunctives (I & II) passive voice (pres., past, p. & p. perf.) *es* as subject infinitive with or without *zu* use of *helfen*, *lassen*, etc., with verbs adject. & verbs as nouns pers. & relat. pron. in all cases double infinitive construction adj. from city names & infinitives Verbs stand in different tenses, moods, & voices. The infinit. is used in different constructions. Nouns & adjectives may be derived from other words. Relative pronouns have 4 cases & relate clauses to each other.	position of verbs in all tenses (incl. double infinitives) word order in clauses with coordinating & subordinating conjunctions & relative pronouns (incl. position of separ. prefix & modals) all infinitive constructions participial & extended adjective constructions Verbs have specific positions in main & subordinate clauses. The infinitive has a specific position in various constructions.

SCOPE AND SEQUENCE

	Vocabulary	Career Concepts in Cultural Context
	Increase in vocabulary cannot be stated in figures Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability & willingness to speak & read German. Conversational topics should be chosen with the consideration of a student's age & interests. They will range from current events to points of discussion from literary readings. The student should be able to read periodicals as well as literary works which are appropriate to his maturity level. His writing vocabulary should be expanded to enable him to express himself correctly for any occasion. Spoken & written vocabulary differ in volume & kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, & writing practice.	AFTER EXPLORING AND DISCOVERING REALISTIC POSSIBILITIES, THE INDIVIDUAL CAN MAKE A FEW TENTATIVE DECISIONS WHICH MEET THOSE NEEDS UPON REALIZING THAT: 1. individuals have different abilities, interests, needs, and values 2. individuals seek careers for varied reasons 3. careers can be grouped into clusters 4. different careers are interrelated 5. every career requires some special preparation and a plan of special preparation facilitates this 6. individual careers may change as individuals change throughout life 7. individuals may be suited for several different careers 8. individuals adapt to world changes and environment 9. world changes, conditions, and environment affect careers PARTLY THROUGH THE STUDY OF: a variety of literary works which are appropriate to his age & interests newspapers magazines books on topics interesting to teenagers films & pictures depicting many aspects of German life current events German history Works of literature can be appreciated best in the language in which they were written.

GERMAN Level V

Phonology	Morphology	Syntax
Utterances in standard German at various speeds & by a variety of voices should be comprehended	subjunctive in all normal spoken uses	*wenn* clauses with subjunctive & omission of *wenn* in such clauses
All sound & intonation patterns of German should be produced without hesitation	conditionals	omission of *wenn* in conditional clauses
All German graphic symbols should be associated with the sounds they represent	substitutes for passive: active with *sich*, *lassen*, & infinitive form of *sein* & *zu*, *man*	word order in indirect questions and quotations
All graphic symbols should be written for the sounds they represent	all forms of negation	word order in indirect discourse & conditional clauses follows various patterns
The relationship of sound symbols & written symbols should be understood	all ways of forming noun plurals	
	indirect questions & quotations	
	Discourse may be direct or indirect. Active & passive voice may express the same fact from two viewpoints. The subjunctive expresses something which is contrary-to-fact, possible, doubtful, or desirable.	
	German employs a variety of forms of negation & plural endings.	

SCOPE AND SEQUENCE

	Vocabulary	Career Concepts in Cultural Context
	Amount of active & passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is up to the teacher but should be based on the ability, interest, & maturity of the students, developing in them a sensitivity to the differences between spoken & written vocabulary & between contemporary & older literary forms, words, & expressions. Consideration may also be given to the grouping of college-bound & terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered. Spoken & written communication employs a large volume & variety of words & expressions.	HAVING MADE TENTATIVE DECISIONS AND CONTINUING TO EXPLORE THE WORLD OF WORK, THE INDIVIDUAL BEGINS TO ACQUIRE SKILLS, HABITS, AND ATTITUDES LEADING TO COMPETENCE AS HE REALIZES THAT: 1. Every career requires some special preparation and a plan of preparation facilitates this. 2. Individual careers may change as individuals change throughout life. 3. Individuals may be suited for several different careers. 4. Individuals adapt to world changes and environment. 5. Careers require different levels of competence in communication, computation, and analysis. 6. Careers have different levels of competence and responsibility. 7. Rules, regulations, policies, and procedures affect individuals in all careers. 8. Careers are affected by the ability of individuals to relate to each other. PARTLY THROUGH THE STUDY OF: literature painting sculpture architecture dramatic arts music sciences books periodicals tapes films slides records pictures The choice of these materials is up to the teacher, who should take into consideration the age, maturity, ability, & interest of the student. A knowledge of culturally acceptable forms & of the German heritage is a part of learning the German language.

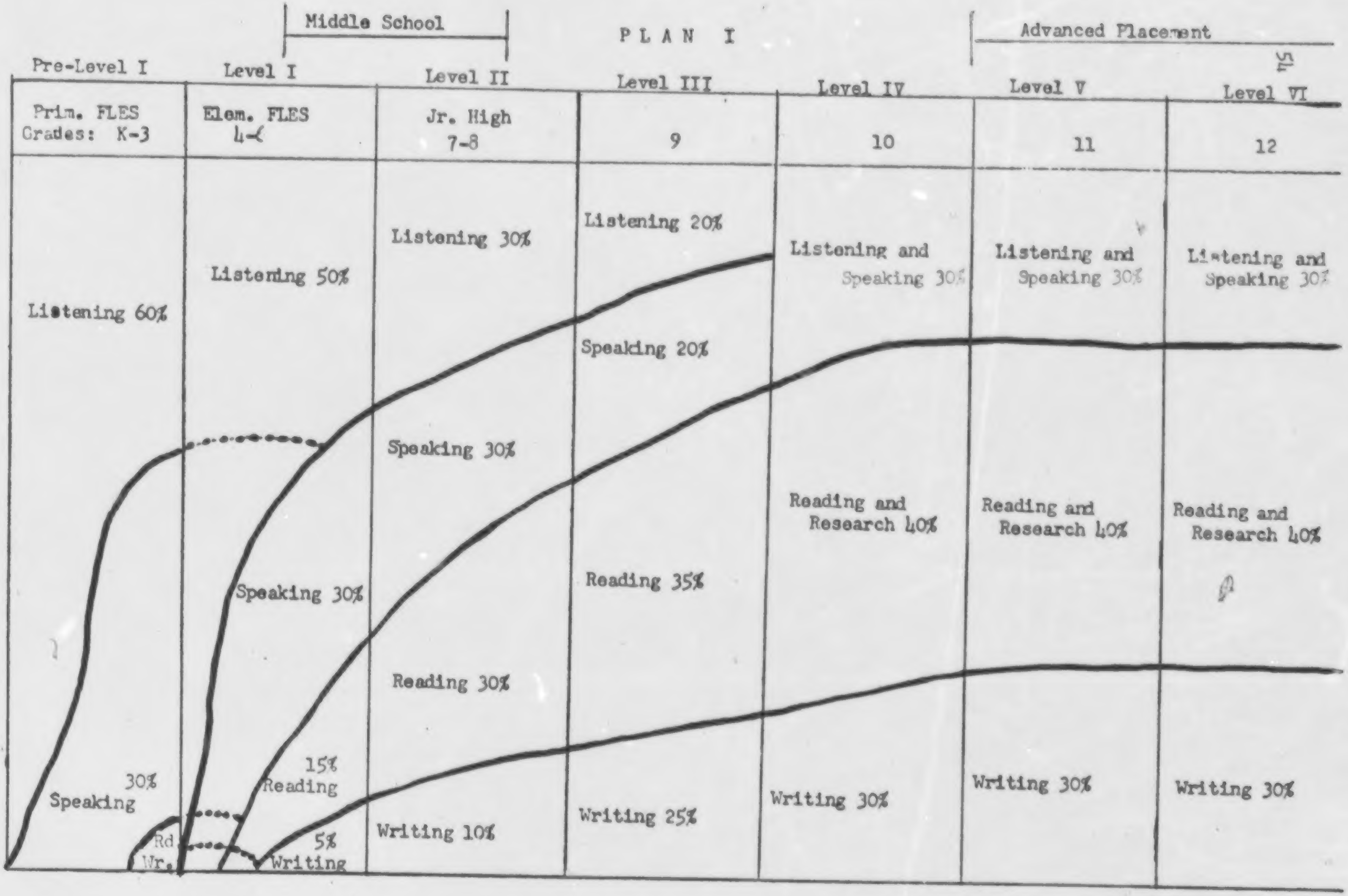
GERMAN Level VI

Phonology	Morphology	Syntax
All utterances in standard German should be comprehended The sound & intonation patterns should be produced in a manner acceptable to native speakers. The association of graphic symbol & sound should be made with near-native proficiency. The graphic symbol should be written for each sound with near-native proficiency. The relationship of sound symbols & written symbols should be fully understood.	All changes of meaning caused by gender, number, case of nouns & pronouns, tense, voice, mood of verbs, & other modifications of word forms should be comprehended Gender, number, case of nouns & pronouns, tense, voice, mood of verbs, & other grammatical forms should be used correctly to express one's ideas orally and in writing. In reading aloud & silently, changes of meaning caused by different grammatical forms should be recognized with near-native proficiency. The use of gender, number, case of nouns & pronouns, tense, voice, mood of verbs, & other modifications of word forms to express meaning orally & in writing should be fully understood.	Syntactical arrangements should be comprehended. Word order should be used correctly to express one's ideas orally and in writing. In reading aloud & silently, changes of meaning caused by word order should be recognized with near-native proficiency. The use of word order to help express meaning orally & in writing should be fully understood.

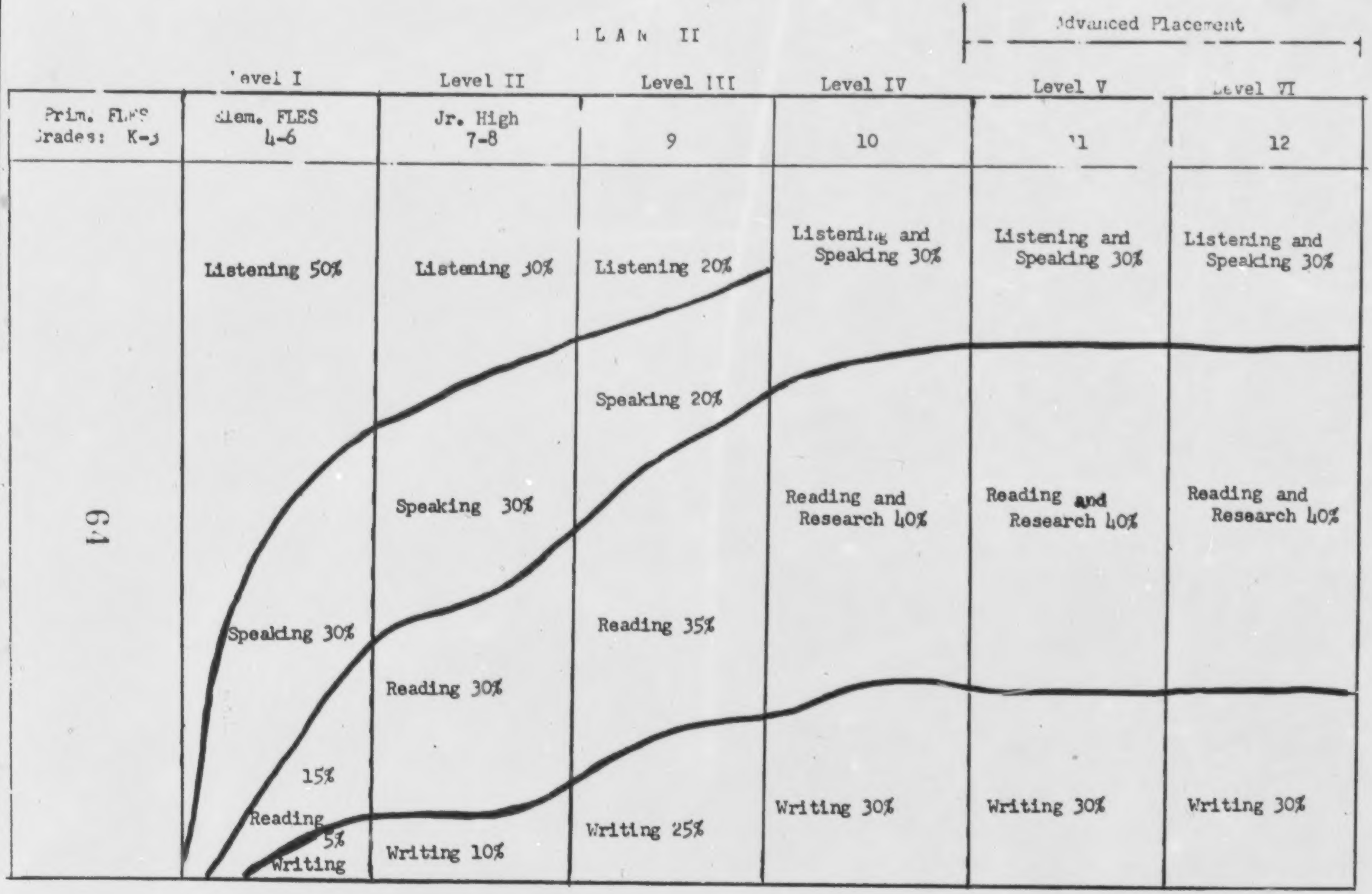
SCOPE AND SEQUENCE

	Vocabulary	Career Concepts in Cultural Context
	A student should be able to understand almost any work in standard German in normal conversational contexts. He should have an active speaking vocabulary appropriate to his age & capacity enabling him to communicate in German with near-native fluency. He should recognize in context a wide range of vocabulary items. If he is planning to continue German in college he should do extensive outside reading to familiarize himself with many literary forms, words, & expressions. A student should have a writing vocabulary which is appropriate to the occasion. To understand, speak, & write German one must have command of a large & appropriate vocabulary.	HAVING MADE TENTATIVE DECISIONS AND CONTINUING TO EXPLORE THE WORLD OF WORK, THE INDIVIDUAL CONTINUES TO ACQUIRE SKILLS, HABITS, AND ATTITUDES LEADING TO COMPETENCE AS HE REALIZES THAT: 1. Every career requires some special preparation and a plan of preparation facilitates this. 2. Individual careers may change as individuals change throughout life. 3. Individuals may be suited for several different careers. 4. Individuals adapt to world changes and environment. 5. Careers require different levels of competence in communication, computation, and analysis. 6. Careers have different levels of competence and responsibility. 7. Rules, regulations, policies, and procedures affect individuals in all careers 8. Careers are affected by the ability of individuals to relate to each other. A student should listen with understanding to audio stimuli & detect nuances of meaning relating to any aspect of German culture. He should speak & write in culturally acceptable forms & in his speech & writing reveal some knowledge of the heritage of the people who speak German. He should read a great variety of printed material with an understanding of its place within the German culture. A student planning to continue his studies of German in college should familiarize himself with literature in his field of interest. The culture & heritage of the people who speak German is rich & interesting.

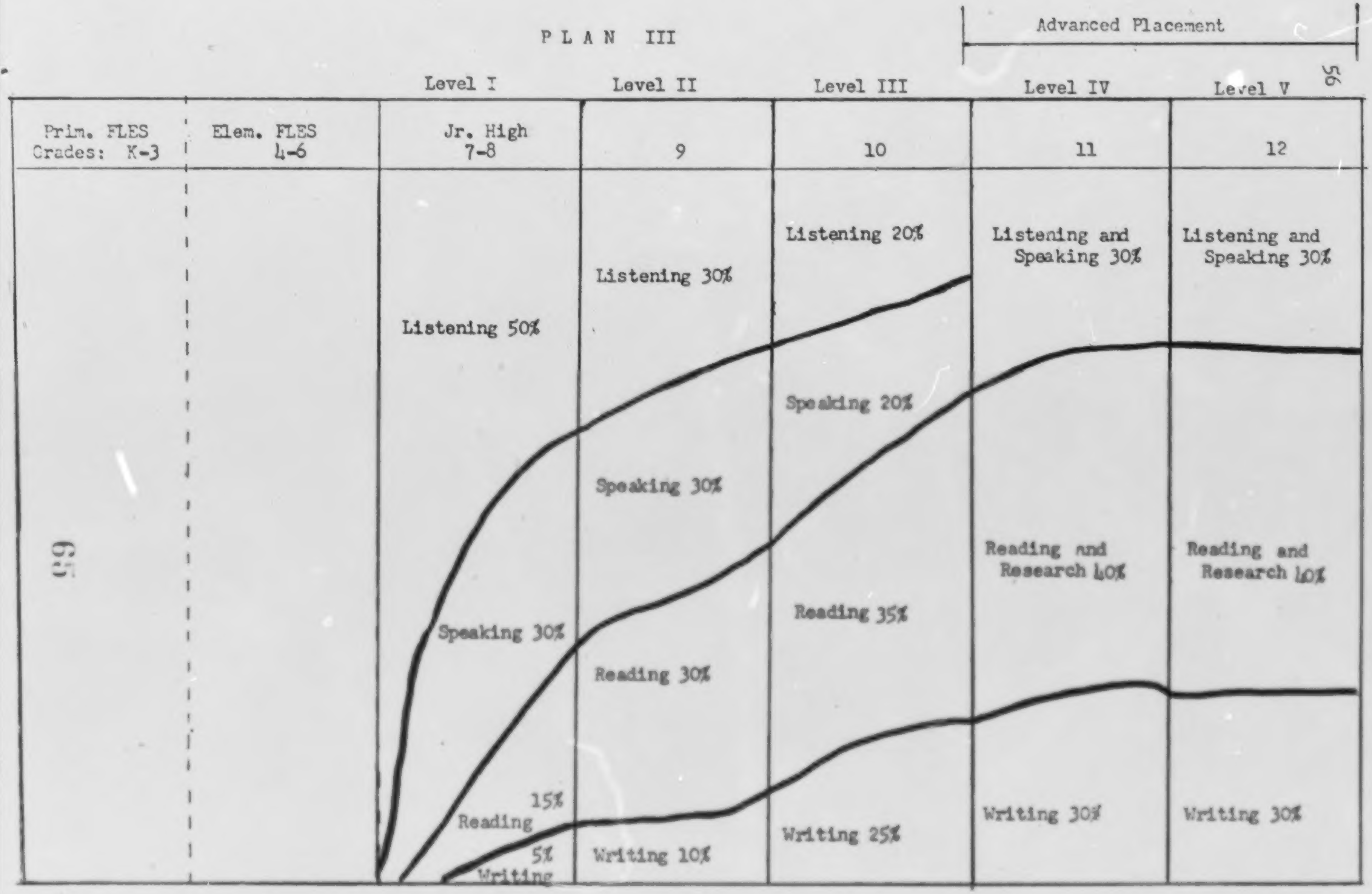
PLAN I

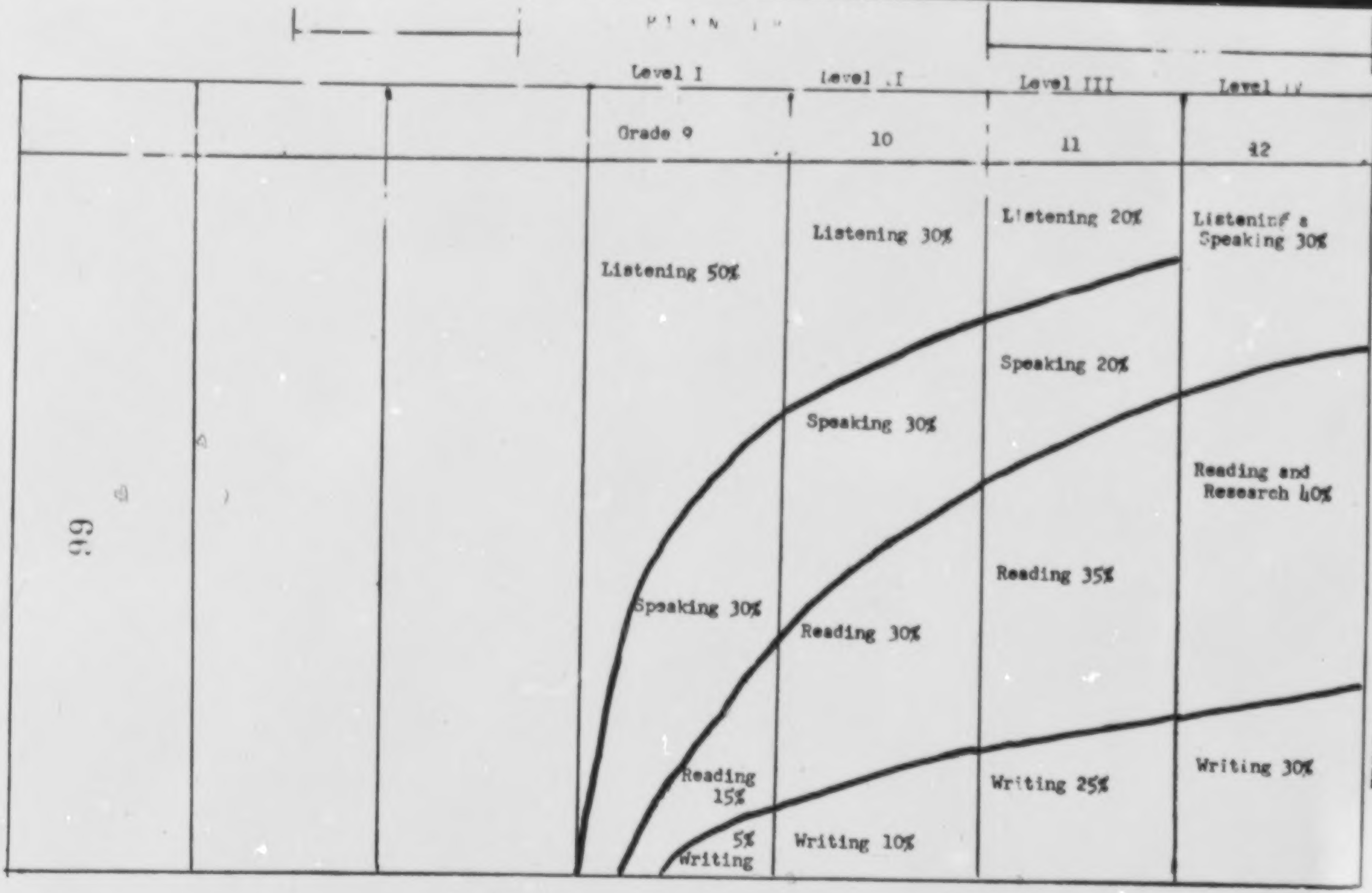

Middle School
Advanced Placement
Pre-Level I
Level I
Level II
Level III
Level IV
Level V
Level VI
Prim. FLES Grades: K-3
Elem. FLES 4-6
Jr. High 7-8
9
10
11
12
Listening 60%
Speaking 30%
Rd.
Wr.
Listening 50%
Speaking 30%
15% Reading
5% Writing
Listening 30%
Speaking 30%
Reading 30%
Writing 10%
Listening 20%
Speaking 20%
Reading 35%
Writing 25%
Listening and Speaking 30%
Reading and Research 40%
Writing 30%
Listening and Speaking 30%
Reading and Research 40%
Writing 30%
Listening and Speaking 30%
Reading and Research 40%
Writing 30%

PLAN II

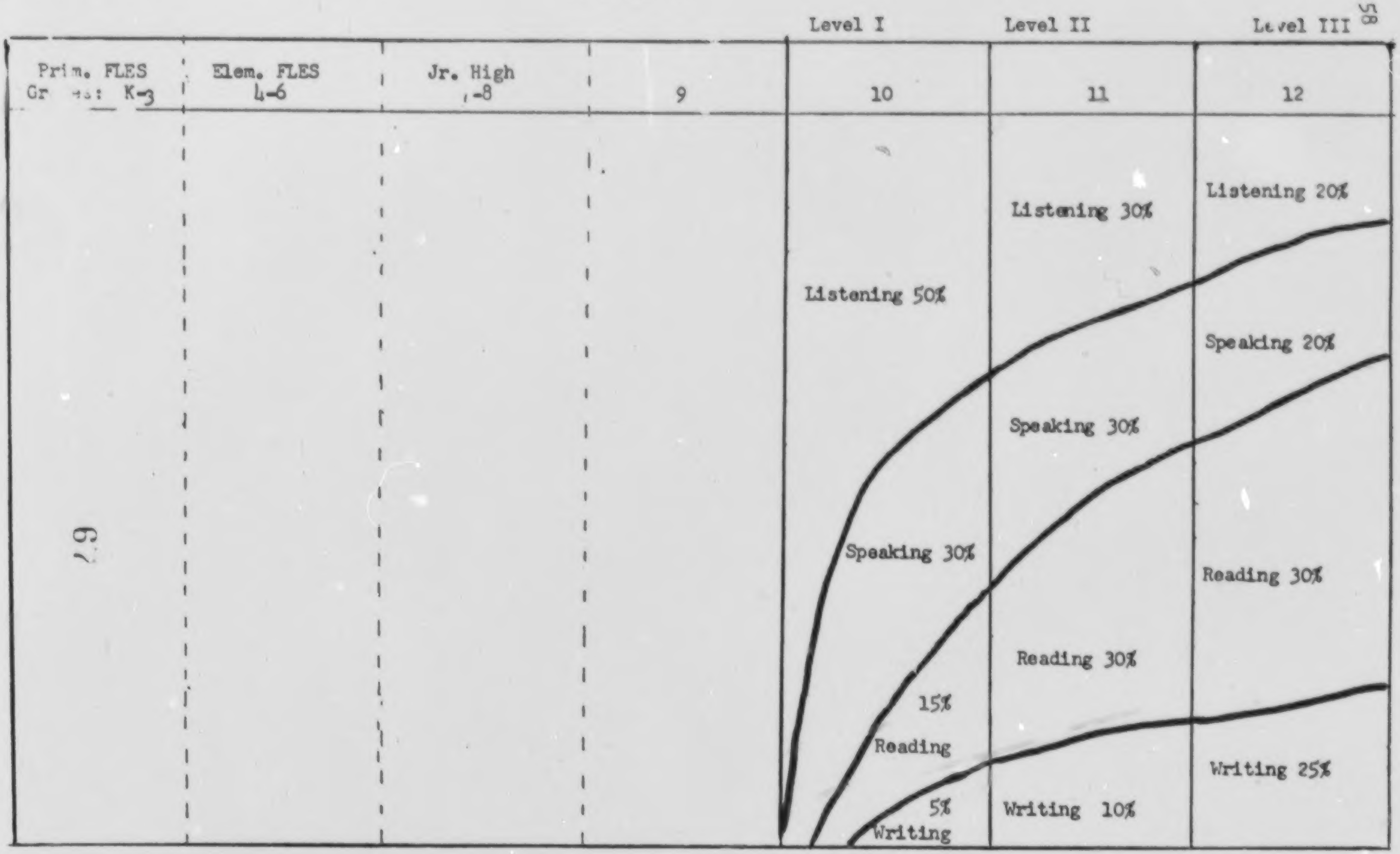

Advanced Placement
Level I
Level II
Level III
Level IV
Level V
Level VI
Prim. FLES Grades: K-3
Elem. FLES 4-6
Jr. High 7-8
9
10
11
12
Listening 50%
Speaking 30%
15% Reading
5% Writing
Listening 30%
Speaking 30%
Reading 30%
Writing 10%
Listening 20%
Speaking 20%
Reading 35%
Writing 25%
Listening and Speaking 30%
Reading and Research 40%
Writing 30%
Listening and Speaking 30%
Reading and Research 40%
Writing 30%
Listening and Speaking 30%
Reading and Research 40%
Writing 30%

PLAN III

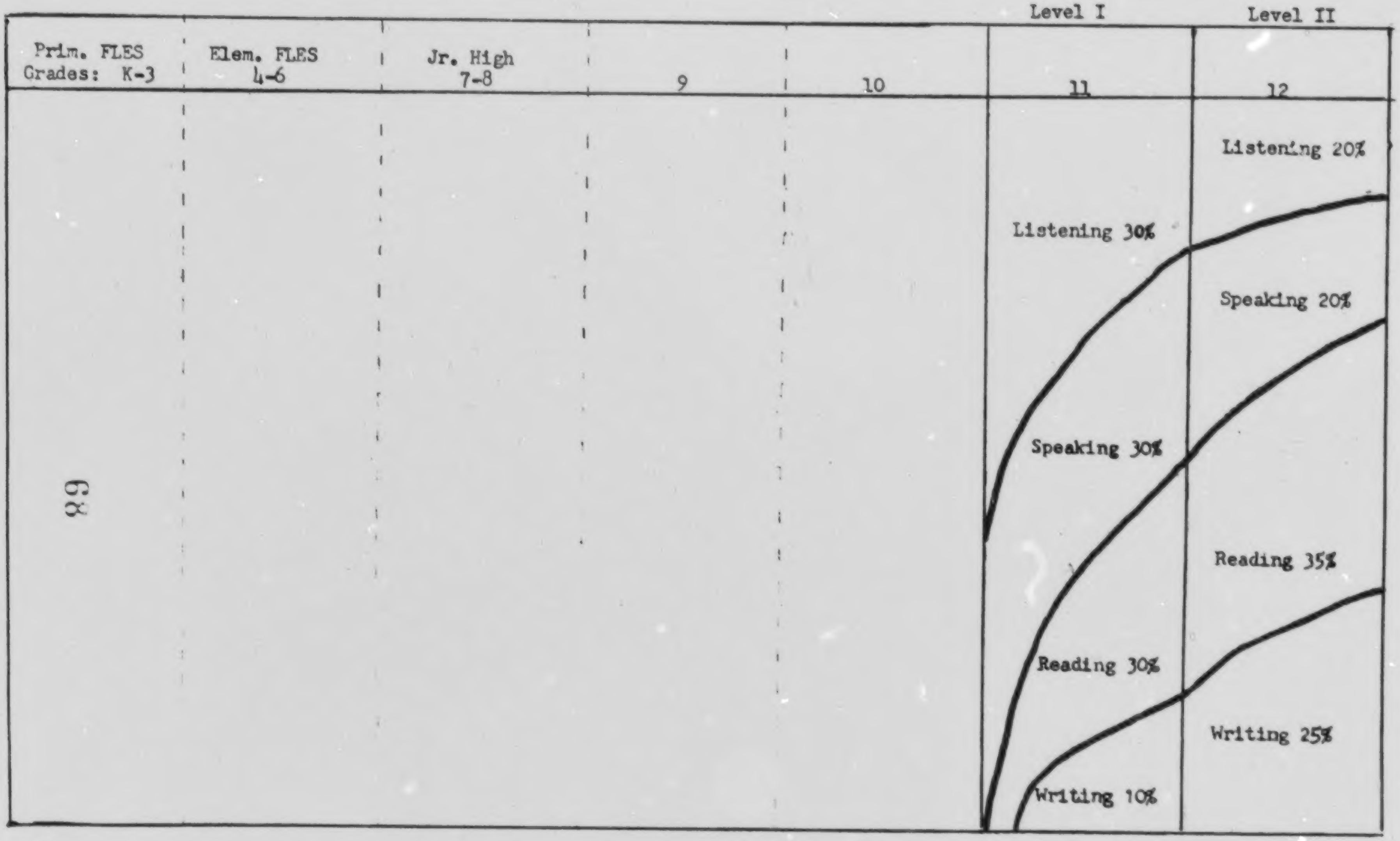

Advanced Placement
Level I
Level II
Level III
Level IV
Level V
Prim. FLES Crades: K-3
Elem. FLES 4-6
Jr. High 7-8
9
10
11
12
Listening 50%
Speaking 30%
15% Reading
5% Writing
Listening 30%
Speaking 30%
Reading 30%
Writing 10%
Listening 20%
Speaking 20%
Reading 35%
Writing 25%
Listening and Speaking 30%
Reading and Research 40%
Writing 30%
Listening and Speaking 30%
Reading and Research 40%
Writing 30%


Level I
Level II
Level III
Level IV
Grade 9
10
11
12
Listening 50%
Speaking 30%
Reading 15%
5% Writing
Listening 30%
Speaking 30%
Reading 30%
Writing 10%
Listening 20%
Speaking 20%
Reading 35%
Writing 25%
Listening & Speaking 30%
Reading and Research 40%
Writing 30%

PLAN V


Level I
Level II
Level III
Prim. FLES
Grades: K-3
Elem. FLES
4-6
Jr. High
7-8
9
10
11
12
Listening 50%
Speaking 30%
15%
Reading
5%
Writing
Listening 30%
Speaking 30%
Reading 30%
Writing 10%
Listening 20%
Speaking 20%
Reading 30%
Writing 25%

PLAN V_1


Level I
Level II
Prim. FLES
Grades: K-3
Elem. FLES
4-6
Jr. High
7-8
9
10
11
12
Listening 20%
Listening 30%
Speaking 20%
Speaking 30%
Reading 35%
Reading 30%
Writing 25%
Writing 10%

CAREER-CULTURE RELATED ACTIVITY PLANS

The following section of the Guide contains a list of career concepts exerpted from a statement of concepts prepared by the U. S. Department of Health, Education, and Welfare, and stages taken from the Louisiana State Career Education Plan; a series of suggested topics for career-culture related activity plans; a set of guidelines for constructing an activity plan; and sample plans for possible ways of developing the career concepts. Neither the entire section nor any one part of it is to be considered an arbitrary design to be used without change or adaptation, to fit particular reeds or desires. Rather, the teacher is encouraged to experiment with topics and format in an effort to find the plan which works most successfully in a given situation.

It should be pointed out that the career concepts are not restricted to the sequential order in which they occur in this Guide but may be used interchangeably in any stage, language level or grade. Although the foreign language teacher tends to look upon language acquisition per se as the prime objective of foreign language instruction, it must be emphasized that in the process of implementing a career-culture activity plan, the particular aspect of career education being highlighted must remain a focal point of the developmental activities and assessment.

CAREER CONCEPTS FOR SEQUENTIAL DEVELOPMENT[1]

STAGE	GRADE
I. CAREER AWARENESS: Recognition of the Adult World of Work-Early Awareness of Careers is the Prelude to Future Achievement	(K-3)
II. CAREER MOTIVATION: Increasing interest in future world of work in relation to the individual and to society	(2-6)
III. CAREER EXPLORATION: Relating self to needs	(5-9)
IV. TENTATIVE CAREER DECISIONS AND EXPLORATION: Focusing career options on a few realistic possibilities	(8-10)
V. ACQUISITION OF CAREER ENTRY SKILLS AND CONTINUED EXPLORATION: Acquiring skills, habits and attitudes leading to competence	(9-12)

Concepts under each stage:

I. CAREER AWARENESS

1. There are many kinds of careers available to individuals
2. Meaningful, rewarding careers are available to every individual

II. CAREER MOTIVATION

3. Occupations contribute to society's progress
4. Careers require different knowledge, abilities, attitudes and talents
5. Individuals have different abilities, interests, needs and values
6. Individuals seek careers for varied reasons

III. CAREER EXPLORATION

7. Careers can be grouped into clusters.
8. Different careers are interrelated
9. Every career requires some special preparation and a plan of special preparation

IV. TENTATIVE CAREER DECISIONS AND EXPLORATION

10. Individual careers may change as individuals change throughout life
11. Individuals may be suited for several different careers
12. Individuals adapt to world changes and environment
13. World changes, conditions and environment affect careers

V. ACQUISITION OF CAREER ENTRY SKILLS AND CONTINUED EXPLORATION

14. Careers have different levels of competence and responsibility
15. Rules, regulations, policies and procedures affect individuals in all careers
16. Careers are affected by the ability of individuals to relate to each other

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[1] Stages and grades were taken from the State Career Education Plan and the career concepts from a statement drawn up by the U. S. Department of Health, Education, and Welfare.

Levels:	Pre-(Level) I				I			II		III	IV	V	VI
Grades:	K	1	2	3	4	5	6	7	8	9	10	11	12
Recognition of the Adult World of Work-Early Awareness of Careers is the Prelude to Future Achievement	Stage I CAREER AWARENESS												
Increasing interest in future world of work in relation to the individual and to society			Stage II CAREER MOTIVATION										
Relating self to needs						Stage III CAREER EXPLORATION							
Focusing career options on a few realistic possibilities									Stage IV TENTATIVE CAREER DECISIONS AND EXPLORATION				
Acquiring skills, habits, and attitudes leading to competence										Stage V ACQUISITION OF CAREER ENTRY SKILLS AND CONTINUED EXPLORATION			

Suggested Guidelines for Preparing A CAREER-CULTURE RELATED ACTIVITY PLAN

(Title of "Text" to be used): A CAREER-CULTURE RELATED ACTIVITY PLAN

CAREER (STAGE)____ (LANGUAGE) Level ____ GRADES (____)

CAREER CONCEPT(S):

(See list of concepts and stages drawn up from a list of concepts prepared by the U. S. Dept. of Health, Education, and Welfare, and from the Louisiana State Career Education Plan.)

CAREERS IN FOCUS:

CULTURAL CONTENT:

(Aspect or segment of the foreign culture or a cross section of both cultures to be studied in the activities.)

CULTURAL SETTING:

(A culture-oriented situation within which to develop the curriculum-career culture concepts; e.g. a poem, a visit to a museum, etc.)

IMPLICATIONS FOR CROSS-CULTURAL UNDERSTANDINGS AND FOR CAREERS FOR WHICH A KNOWLEDGE OF THE TARGET LANGUAGE IS ESSENTIAL OR ADVANTAGEOUS:

(Questions which focus the attention of the students on the particular career-culture emphasis to be developed in the plan and which underline the importance of a knowledge of the foreign language with respect to the careers and (cross-) cultural understandings to be highlighted.)

SUGGESTIONS FOR POSSIBLE CORRELATION WITH OTHER SUBJECT AREAS:

(Ways in which the activities or objectives of the plan may overlap with other subject matter areas.)

LINGUISTIC CONCEPTS:

(Grammatical or lexical--to be taught or reviewed during implementation of the plan. If the language concepts are to be taught, it should be kept in mind that the demands of this task should not prevent proper focus on the career-culture aspects of the plan.)

PROCESS DESCRIPTION:

(A brief statement of the process the teacher will use in implementing the learning activities of the plan.)

PERFORMANCE OBJECTIVES:

(Statements telling (a) what students should be able to do at the end of the implementation of the plan activities, (b) (optional) the purpose for the performance, (c) criteria for measuring the performance, (d) the level of performance considered acceptable (if the evaluation is not to be done subjectively.)

MATERIALS:

(List of what will be needed--by teacher or students to implement the plan; e.g. films, tapes, books or other text materials, records, tests, etc.)

TEXT:

(The text can be either in the target language or in English, depending upon the nature of the material and the ability of the students to handle it in the target language. Students should be able to derive, directly or by implication, the career concepts and culture content in focus. Linguistic concepts to be taught in the implementation of the plan would be presented separately, as might be additional career-culture concepts and implications.)

PROCEDURES AND ACTIVITIES:

(There should be an activity or activities to prepare students for each performance objective and there should also be appropriate evaluation of each objective.)

A. Initiatory:

(1) Discussion, viewing of film, or any activity or activities which will motivate interest in the career-culture aspects of the plan to be developed in subsequent activities. These could either precede or follow the presentation of the text, according to which is more appropriate.

(2) Presentation of the Text.

B. Developmental:

(Teacher or student directed procedures or steps which afford students an opportunity to gain control over linguistic concepts being taught or re-entered, and to obtain information and impressions to aid their appreciation of the careers and cultural content being highlighted and their knowledge of the career concepts in focus. These activities may include: (1) learning the text material; (2) linguistic drills (if appropriate); (3) doing research for, preparing and making written or oral reports (either in the target language or in English, depending upon students' linguistic abilities); (4) viewing slides, films, filmstrips;

(5) listening to tapes, records, guest speakers; (6) making field trips; (7) conducting interviews; etc.)

(Note: The students' STAGE of career development should determine whether an effort is made (1) to create a simple AWARENESS of career concepts and possibilities and their implications, (2) to provide for EXPLORATION of career possibilities, (3) to encourage and direct making of TENTATIVE DECISIONS concerning possible careers and continue EXPLORATION, or (4) to begin or continue the ACQUISITION OF CAREER ENTRY SKILLS while continuing EXPLORATION of career possibilities.)

C. Supplementary:

(Creative Projects to enrich and enhance students' understanding and appreciation of careers and cultural content in focus, their knowledge of the career concepts being highlighted, or to improve further their skills.)

D. Assessment:

(Quizzes, tests, or other activities for determining whether or not students have achieved the objectives satisfactorily.)

Note: A primary objective of each activity should be helping each student build, enhance or maintain a positive self-image.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Pre-Level I GRADES (K-3)

(Topic 1)

CAREER CONCEPT:

There are many kinds of careers available to individuals.

CAREERS IN FOCUS:

Dentist, hygienist, receptionist

SUGGESTED CULTURAL THEME FOR TEXT:

A child of a German immigrant family has a toothache shortly after the family has arrived in the United States. The parents look for and find a dentist who can speak German. There will be a short dialogue between the dentist and child.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. The teacher will teach a few German words for some things that are seen in a dentist's office.
2. A dentist who grew up in Germany comes to talk to the children about how the children in Germany are taught to care for their teeth.
3. The teacher and students discuss the advantages that a German-speaking tourist in United States has if he can find a dentist who understands him.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Pre-Level I GRADES (K-3)

(Topic 2)

CAREER CONCEPT:

Meaningful, rewarding careers are available to every individual.

CAREERS IN FOCUS:

School nurse and social worker

SUGGESTED CULTURAL THEME FOR TEXT:

A simple dialogue between the school nurse and a child who was hurt on the playground

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. A social worker comes to the classroom to tell how German children are taught to use equipment properly in order to avoid accidents.
2. The children think about accidents they have had and how they could have been avoided.
3. A child interviews a person who knows how accident prevention is taught in a German school.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Pre-Level I & I GRADES (2-6)

(Topic 3)

CAREER CONCEPT:

Occupations contribute to society's progress.

CAREERS IN FOCUS:

Teacher, school principal, coach and supervisor.

SUGGESTED CULTURAL THEME FOR TEXT:

It is the job of teachers not only to teach subject matter but to be a living example of honesty, integrity, cooperation, willingness to go beyond the call of duty, following the rules that are laid down, and lead the children to an understanding and acceptance of people who are different from us.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. A teacher who knows about foreign cultures can lead her pupils to a greater understanding of other nationalities by relating to her pupils some cultural information about other countries.
2. A teacher who knows a foreign language can help a pupil from a foreign country get a good start in school.
3. The teacher can point out to her pupils that some men of German extraction have contributed greatly to scientific progress.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Pre-Level I & I GRADES (2-6)

(Topic 4)

CAREER CONCEPT:

Careers require different knowledge, abilities. attitudes and talents.

CAREERS IN FOCUS:

Fireman and civic worker

SUGGESTED CULTURAL THEME FOR TEXT:

An apartment house occupied mostly by German immigrants is on fire, and the German speaking fireman is successful in rescuing them because he can make himself understood, when he gives directions about jumping from an upper floor into the net below. There should be a short dialogue containing his directions.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. A fireman comes to talk to the class and brings along his protective clothing and other paraphernalia to show the class.
2. The children talk about fire prevention in German schools.
3. The teacher tells the pupils about some preventive measures that a tourist in Germany observed when he toured that country.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Pre-Level I & II GRADES (2-6)

(Topic 5)

CAREER CONCEPT:

Individuals have different abilities, interests needs and values.

CAREERS IN FOCUS:

Policeman and guard

SUGGESTED CULTURAL THEME FOR TEXT:

A simple dialogue between a lost German child and a policeman on the street of an American city.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. Discussion of the ways in which the duties of American and German policemen are alike and perhaps point out some differences.
2. The children imagine situations where a policeman could help if they were tourists in a German city.
3. The children make it a point to talk with a policeman and ask him if he ever had trouble understanding a foreigner he met in the line of duty.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Pre-Level I & II GRADES (2-6)

(Topic 6)

CAREER CONCEPT:

Individuals seek careers for varied reasons.

CAREERS IN FOCUS:

Fisherman, maker of handmade fishing baits and lures, worker in a fishing hatchery, worker in a cannery where seafood is processed

SUGGESTED CULTURAL THEME FOR TEXT:

A dialogue between an American tourist in Germany and a fisherman just returning to shore with his catch from the North Sea.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. Invite a commercial fisherman to speak to the children about his job - especially a German fisherman if one is available.
2. Investigate the part seafood plays in the diets of various German speaking countries.
3. German housewives prepare the seafood that is available according to their special recipes. These recipes will be researched and discussed in class.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Pre-Level I, II, & III GRADES (5-9)

(Topic 7)

CAREER CONCEPT:

Careers can be grouped into clusters.

CAREERS IN FOCUS:

Baker, cake decorator, sales person in a bakery shop.

SUGGESTED CULTURAL THEME FOR TEXT:

A conversation between a student and a baker during a visit to the bakery.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. Discuss the ingredients and procedures involved in making a German chocolate cake.
2. Talk about a "Konditorei", which is a traditional coffee shop where customers select their fancy piece of cake from a display case near the entrance. Then they select a table and a waitress brings both the selected delicasy and coffee to the table.
3. A typical German breakfast consists of coffee and rolls with some kind of jam or marmalade. The rolls are delivered fresh from the bakery to the doors of homes before breakfast.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Pre-Level I, II, & III GRADES (5-9)

(Topic 8)

CAREER CONCEPT:

Different careers are interrelated.

CAREERS IN FOCUS:

Salesman in a clothing store and other store personnel such as cashier, seamstress who alters clothes for customers, secretaries and bookkeepers.

SUGGESTED CULTURAL THEME FOR TEXT:

A conversation between the salesman and the German tourist who wants to buy an American made suit.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. Discuss the typical attire of German school boys and girls.
2. Show the class the typical costume of Bavarian men, a pair of "Lederhosen" and green felt hat decorated with a tuft of hairs from a bear's fur and pins and other decorations that each individual puts on his hat. Also show the "Dirndlkleid" or dirndl dress, worn by the women in Bavaria.
3. Compare the clothes worn by men and women in German cities to those worn by Americans in the cities of the United States.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Pre-Level I, II, & III GRADES (5-9)

(Topic 9)

CAREER CONCEPT:

Every career requires some special preparation and a plan of special preparation facilitates this.

CAREERS IN FOCUS:

News reporter and press agent

SUGGESTED CULTURAL THEME FOR TEXT:

A news reporter is on hand at the airport to cover the arrival of a German dignitary, who has come to United States on a state visit.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. Invite a local television or radio news reporter to speak to the class about experiences he has had in talking with news men from other countries - especially Germany.
2. The teacher will point out how an American news reporter can make opportunities for himself to get special,interesting assignments in a German-speaking country because he can read, write and speak German.
3. The students will peruse the local news papers and listen to local broadcasts and glean from them current events that are taking place in Germany and other German-speaking countries.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Pre-Level I, II, & III GRADES (8-10)

(Topic 10)

CAREER CONCEPT:

Individual careers may change as individuals change throughout life.

CAREERS IN FOCUS:

Detectives and other investigators

SUGGESTED CULTURAL THEME FOR TEXT:

An account of the apprehension of a shop lifter who nearly got away with some merchandise

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. An FBI investigator comes to tell the class of an instance when the ability to understand German helped him solve a crime under investigation.
2. The teacher suggests that the students think of investigative situations where the ability to speak and understand German would be helpful.
3. The students write out briefly in German the gist of a detective story that they have heard or read and present it orally to the class.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Pre-Level II, III, IV GRADES (8-10)

(Topic 11)

CAREER CONCEPT:

Individuals may be suited for several different careers.

CAREERS IN FOCUS:

Actor, actress, ballet dancer, opera singer, musician, stage hand, ticket seller and ticket taker

SUGGESTED CULTURAL THEME FOR TEXT:

A German actor and an American actor discuss the differences that exist between the operation of theaters in their respective countries.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. Invite an actor to visit the class to tell about his profession and how a knowledge of German can help make opportunities for study and travel in German-speaking countries in Europe.
2. The teacher will have the students research and make reports on the theater in Germany and compare the findings with the interest in the theater in the United States.
3. Imaginative students can write a script for a short skit in German and other students learn the parts and perform the skit before the class.
4. The class may attend a theatrical production performed by a local group of actors if it is available.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Level II, III, & IV GRADES (8-10)

(Topic 12)

CAREER CONCEPT:

Individuals adapt to world changes and environments.

CAREERS IN FOCUS:

Military careers in the various armed forces.

SUGGESTED CULTURAL THEME FOR TEXT:

A conversation between a soldier and his commanding officers during which the soldier is offered a promotion and peacetime overseas duty in Germany because there is an opening where the knowledge of German is a prerequisite to getting the promotion.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. Invite a soldier, who has seen duty in Germany to tell the class either of how he benefited by knowing German or of occasions when he wished that he had been able to use that language.
2. The students are asked to investigate the possible opportunities that they might have within the armed forces if they have a good command of the German language. One source of information might be to talk with soldiers who have served in Europe.
3. Write to the war department in Washington for information about the various kinds of courses given to soldiers to equip them for service in Germany.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Level II, III, & IV GRADES (8-10)

(Topic 13)

CAREER CONCEPT:

World changes, conditions and environment affect careers.

CAREERS IN FOCUS:

Librarian and library assistant.

SUGGESTED CULTURAL THEME FOR TEXT:

A man who is doing research on a scientific subject asks the librarian in the public library to help him locate material that he needs for his investigation. The material is written in German, and she locates it readily because she had learned German as part of her academic work in preparing for her profession.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. Ask the school librarian to talk to the class particularly about the great need for the knowledge of German when doing research, especially in scientific fields.
2. Each student will go to the library to discover at least one source of information which he cannot use unless he knows German.
3. Each student will find information about any subject that interests him provided it pertains to the German language, people, country, industry, etc., and make an oral report to the class. The class members will take notes and will be held responsible for the information gained through these reports.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Level III, IV, V, VI GRADES (9-12)

(Topic 14)

CAREER CONCEPT:

Careers require different levels of competence in communication, computation and analysis.

CAREERS IN FOCUS:

Airline occupations such as pilot, mechanic, ticket seller and stewardess.

SUGGESTED CULTURAL THEME FOR TEXT:

A passenger goes to the counter in the airport to pick up his ticket, which he previously ordered, and to check his baggage. The conversation between the ticket salesman and the traveler concerns the amount of baggage, the gate and time of departure, etc.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. The teacher will invite a person who has flown to Germany to tell the class about such an experience.
2. The teacher will tell the students to choose, from the great variety of jobs available at an airport, the one which would be most appealing to him and tell why it seems most desirable.
3. The teacher tells of her own personal experience on a German airplane if possible. Otherwise seek out information about the great German airline, Lufthansa, to tell the class.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Level III, IV, V, VI GRADES (9-12)

(Topic 15)

CAREER CONCEPT:

Careers have different levels of competence and responsibility.

CAREERS IN FOCUS:

Interpreters, tour guides, hotel and motel personnel, customs officials, immigration officials.

SUGGESTED CULTURAL THEME FOR TEXT:

An American student has suggested to his German pen-pal that he comes to visit the United States.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. Students visit travel agencies to get ideas that will help the German student to get the most out of his American holiday.
2. Students write to the United States Travel Service for information about what is being done to prepare for the expected increase in foreign tourists in this country in the coming years.
3. In connection with the increase in tourism here, the students are to seek information regarding interesting jobs for persons who know German.
4. Students write to United Nations for information about getting a job as interpreter either in the U. N. or with some other organization that needs such specialists.
5. The students will do some investigating to determine if there are interpreters' schools in the United States.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN Pre-Level III, IV, V, & VI GRADES (9-12)

(Topic 16)

CAREER CONCEPT:

Rules, regulations, policies, and procedures affect individuals in all careers.

CAREERS IN FOCUS:

Cook and other restaurant associated jobs.

SUGGESTED CULTURAL THEME FOR TEXT:

A discussion between a waiter and an American tourist in a German restaurant. The waiter explains to the tourist, who understands German, what the items on the menu are.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. A discussion of typical German foods and how they are prepared.
2. Except for the hard rolls used for the typical German breakfast the breads served in Germany differ sharply from the average bread in America. They are coarser and more wholesome.
3. The students will do research to learn how the diet of Germans who live in the flat lands of northern Germany differs from that of the Germans in the mountainous regions of the South.
4. The students might be interested in doing a class project with the help of the cafeteria staff where German foods could be prepared and served to their parents in the school cafeteria. In order to introduce a German atmosphere the tables might be decorated with German colors and flags.

SUGGESTED ACTIVITIES[1]

FIRST YEAR

Practice pronunciation and enunciation by imitating and repeating the text and individual new and difficult words and sounds in the text.

Memorize a dialogue and act it out with other students taking various parts.

Participating in singing and games.

Read aloud material that has already been memorized.

Copy text.

Write a memorized dialogue from memory.

Take dictation.

Write exercises involving changes in subject, verb, object, number, gender, etc.

Oral and written drills.

Use maps and pictures in connection with oral reports in English on cultural subjects.

Show slides and films suitable to the cultural material covered.

Each student is to explore careers in which the German language would be an asset. The report is to be written in English and read to the class.

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[1] Stack, Edward M., *The Language Laboratory and Modern Language Teaching*, New York: Oxford University Press, 1960

SECOND YEAR

Students answer questions based on text.

Students reach to commands.

Students react in writing a dialogue when given a simple situation.

Students memorize famous poems.

Students sing songs together.

Students read magazine articles or selected readings and ask and answer questions about them.

Students revise a paragraph making specific changes in person or tense or the subject matter itself.

Change a dialog to a narrative.

Use tape recorder or language laboratory to practice pre-recorded structures.

Using a large wall map discuss the geography of Germany and the surrounding countries.

Students make oral reports in English, and the listeners should take notes [illegible] to learn cultural material.

The teacher presents reports on places she has seen and shows slides and movies, if they are available, on those subjects.

In the second year the research that the students do in careers where German is profitable will again be done in English, and the reports will be presented orally to the class.

THIRD YEAR

Students listen to recorded speeches and take notes. Then the class can discuss what they have heard.

Students practice German by discussing daily situations so as to become more fluent in the use of the language.

Students ask each other about their hobbies and families.

Students gather information from travel agencies to discuss trips they would like to take.

Students read new material gathering clues to meaning from the context with little reference to a dictionary.

Students paraphrase what they have read.

Students read magazine articles and tell the class about the subject.

Students take dictation on recombined materials.

Students change indicative to subjunctive.

Students write letters to real or imaginary German friends.

The class has spelling bees and plays other games.

Students discuss common German foods and how to prepare them.

The teacher lectures in German on German history and the students take notes and answer questions about what they have heard.

By the third year of his study, the student could be expected to do his research and give his report regarding careers in the German language. The report need not be long, but a report of approximately 150 words would serve two purposes: 1) it would give the student experience in expressing his thoughts in German, and 2) his classmates would have an added opportunity to meet new material aurally.

FOURTH YEAR

Students listen to tapes using both standard speech and dialects to increase awareness of same.

Students see a full length movie and discuss it in class afterwards in German.

Students read and recite great German poems.

Students read prose aloud to their classmates and afterwards ask questions about what he has read.

Students hear records on literature and discuss what they have heard. They also compare the works of various authors.

Students select their own outside materials to read in German.

Students read the works of famous authors and discuss the plot and author's purpose.

Students write a composition giving the plot of the story they have read.

Students write of an interesting personal experience they have had.

The teacher will correct these compositions and discuss the papers individually with the writer.

Individual students will give oral reports in class on subjects that interest them, and the others will take notes and answer questions on the subject matter.

The students will discuss current political and social concerns in German speaking countries.

Oral reports should be explored and reported on in the the German language. The report might well be at least 250 to 300 words in length. The person reporting should be able to discuss questions that the class members might ask, and the entire discussion should be carried on in German.

FIFTH YEAR

All activities should be carried on in the German language, and special investigations regarding career opportunities in the foreign countries where German is spoken should be made.

There are, of course, innumerable career opportunities for persons with a knowledge of German. The following is only a partial list to suggest some of these possibilities:

1. a variety of jobs in tourist bureaus, with airlines that fly overseas, with German companies that have established plants here, in German consulates in United States and in United Nations

2. computer science has need of people who know German

3. any job in which one meets or serves the public such as nursing, law inforcement, investigating, etc.

4. teacher, musician, secretary, receptionist are other positions in which a knowledge of German is either necessary or advantageous.

(Sample Plan)

DIE EIGENARTIGE STADT MÜNCHEN: A CAREER-CULTURE RELATED ACTIVITY PLAN

GERMAN LEVEL II

CAREER CONCEPTS:

1. Careers can be grouped into clusters.
2. Different careers are interrelated.
3. Every career requires some special preparation and a plan of special preparation facilitates this.

CULTURAL CONTENT:

1. Sightseeing in Munich
2. International atmosphere of Munich
3. The Munich University and the Academy of Fine Arts
4. Mention of representatives from the fine arts

CAREERS IN FOCUS:

Painter, composer, author, poet, silk screener, sculptor, potter, architect, interior decorator and historical research specialist

CULTURAL SETTING:

The city of Munich

IMPLICATIONS FOR CULTURAL UNDERSTANDING AND FOR CAREERS FOR WHICH A KNOWLEDGE OF A FOREIGN LANGUAGE IS ESSENTIAL OR ADVANTAGEOUS:

1. What advantage would a visitor have because he could understand and speak German?
2. What styles of architecture did the visitor have occasion to see in the city?

SUGGESTIONS FOR POSSIBLE CORRELATION WITH ANOTHER SUBJECT AREA:

1. There is an area in Munich inhabited to a large extent by artists of various kinds. In that area there would be ample opportunity to meet followers of the fine arts.
2. The academy gives courses in all aspects of the fine arts.

Suggested Topics for CAREER-CULTURE RELATED ACTIVITY PLANS

CAREER AWARENESS GERMAN LEVEL III, IV, V, & VI GRADES (9-12)

(Topic 17)

CAREER CONCEPT:

Careers are affected by the ability of individuals to relate to each other.

CAREERS IN FOCUS:

Diplomat, consul general and other foreign services for the government.

SUGGESTED CULTURAL THEME FOR TEXT:

A high school boy who is spending a year in Germany with his mother, who is a Fulbright exchange teacher in a German school, needs a separate passport because he is going to do some traveling on his own and was originally included on his mother's passport. He goes to the American consulate in Stuttgart to make the proper arrangements. There will be a conversation between the official in the consulate and the young man.

SUGGESTED DEVELOPMENTAL ACTIVITIES:

1. The students write to the State Department in Washington to find out what kinds of jobs are available in foreign service and the education needed for the various jobs.
2. If possible the teacher will try to make arrangements for the class to visit the German consulate in Houston.
3. The students devise a skit in German in which a German tourist in Louisiana has lost his passport and he goes to the Consulate for help.

(SAMPLE PLAN)[1]

A CAREER-CULTURE RELATED ACTIVITY PLAN

EIN BESUCH BEI HELGAS GROSSMUTTER GERMAN LEVEL I

CAREER CONCEPTS:

1. All persons have specific interest and abilities which tend to lead them to their career or life's work

   Note: Young children will possibly dream of specific jobs which later do not have any appeal. Therefore, at this stage it is too early to be specific about future careers.

CAREERS IN FOCUS:

Musician, waiter, cook, restaurant operator, other restaurant workers.

CULTURAL CONTENT:

1. German is the native language of 100,000,000 people.
2. More than 15% of the American population is of German descent.
3. America has been influenced by German in music, philosophy, literature and religion.

CULTURAL SETTING:

Two children visit Peter's aunt who is a native German and lives in a large city in America.

MOTIVATION FOR CULTURAL UNDERSTANDING AND FOR CAREERS FOR WHICH A KNOWLEDGE OF A FOREIGN LANGUAGE IS ESSENTIAL OR ADVANTAGEOUS.

1. How can a knowledge of German benefit you in operating a German restaurant in your area?
2. In how many countries in Europe can an American traveler benefit from knowledge of German?
3. What other careers are possible for Americans in which a knowledge of German is beneficial.
   For specific information on certain topics professional people may need to read articles published abroad.

[1] The following sample plans are suggestions and may be used for any suitable level at the teacher's discretion.

SUGGESTIONS FOR POSSIBLE CORRELATION WITH OTHER SUBJECT AREAS:

1. A person interested in music needs to be familiar with the great German composers and their music.
2. Scientifically minded persons will have access to materials written in German and not yet translated into English.

LINGUISTIC CONCEPTS:

A. Grammatical
Interrogative words:
Wer & wo

B. Syntax
Word order in a question

C. Lexical items:
Besuch
Tante
Teil
wohner
Menschen
ungefähr
ausserdem
überal
Ursprung
Bevölkerung
Einfluss
natürlich
Stelle

PROCESS DESCRIPTION:

In order to develop an interest in the career of musician, restaurant operator, etc., the teacher will have the children memorize a short dialogue "Ein Besuch Bei Helgas Grossmutter". She will tell the children about persons involved in the careers and relate interesting anecdotes about such people.

PERFORMANCE OBJECTIVES:

1. The children, after having memorized the dialogue will take turns performing it before the class. Their performance will be evaluated on pronunciation and fluency.

2. The children will ask and answer simple questions on the concepts learned. Again they will be evaluated on pronunciation, intonation and fluency and correct usage of interrogatives.

3. Writing of dialogue from dictation is also used to evaluate their knowledge of the given material.

4. The children will have learned some cultural concepts which they can discuss within the limits of their knowledge of vocabulary.

MATERIALS:

For Dialogue: A felt board, cut-outs of a boy, a girl, Peter's aunt, a living room, a city skyline, restaurant, foods.

For Drill: The restaurant owner, the waiter, a city skyline to represent the city, a typical German restaurant scene.

TEXT:

EIN BESUCH BEI HELGAS GROSSMUTTER

Helga: Hast du früher in Westdeutschland gewohnt?
Grossmutter: Ja, ich wohnte einmal in einer der grössten Stadten in Westdeutschland. Ich wurde in Frankfurt geboren.
Helga: Grossmutter, weisst du wie viele Menschen es in der Welt gibt die Deutsch sprechen?
Grossmutter: Es gibt mehr als hundert Millionen Menschen die Deutsch sprechen. Die meisten von diesen Menschen wohnen in fünf Landern in Europa, and überal in der Welt gibt es auch viele deutsche Gruppen.
Helga: Wie viele Menschen deutschen Ursprungs gibt es in Amerika?
Grossmutter: Zwischen fünfzehn and zwanzig Prozent der ganzen Bevölkerung ist deutschen Ursprungs. Einige von diesen Menschen versuchen noch Deutsch zu sprechen.
Karl: Glaubst du dass die deutsche Kultur Einfluss in Amerika hat?
Grossmutter: Natürlich! besonders in Naturwissenschaft, Musik und Literatur.
Helga: Gibt es einige deutshe Restaurants hier in dieser Stadt?
Grossmutter: Ja, in den Grossstädten in Amerika kann man immer deutsche Restaurants finden. Man kann sie im Telefonbuch nachschlagen. Ich gehe oft in den deutschen Restaurants, denn ich habe deutsches Essen sehr gern.
Helga: Ich möchte auch gern in einem deutschen Restaurant essen.
Grossmutter: Gut, Grossvater hat vor, dass wir all in Ratskeller zu Abend essen. Ein Freund von ihm spielt dort Klavier.
Helga: Gut, ich freue mich schon darauf.

PROCEDURES AND ACTIVITIES:

A. Initiatory:
  1. Use a feltboard for presenting the dialogue, "Ein Besuch Bei Helgas rossmutter".
  2. Reports in English by the class on German foods, cities, and music, in the countries where German is spoken.

B. Developmental:
  1. By listening and repeating the children must memorize the lines of all three characters in the dialogue.
  2. Drills:
    a. Substitution drill:
      1. Wen besuchen die Kinder? Sie besuchen ______________ (den Zahnarzt, die Tante, das Konzert)
      2. Wo werden sie essen? Sie werden ______________ essen. (zu Hause, bei der Tante, in einme Restaurant)
      3. Macht der Onkel? Er ______________. Arzt, Lehrer, Polizist, Musiker)
      4. Wo wohnt die Tante? Sie wohnt ______________ (in einem Kleinstadt, in einem rosstadt, auf dem Lande).

    b. Questions and answers:
      Q. Wer spricht Deutsch?
      A. Hurdert Millionen Menschen sprechen Deutsch.

      Q. Wo wohnen diese Menschen?
      A. Sie wohnen in Deutschland, Österreich, Luxemburg, Liechtenstein und in der Schweiz.

      Q. Gibt es auch andere Stellen in der Welt in denen man Deutsch spricht?
      A. Ja, in vielen Grosstädten der Welt findet man deutsche Menschen.

C. Assessments:
Test 1: Multiple choice on cultural content, based on the reports given in English by class numbers and on other information presented in class.

Test 2:
a. Listen to the record and select, from the list on your test paper, the names of the musical compositions from which you hear excerpts. Name them in the order in which they are presented.

b. Number the picture described in German according to the numbers given with the description.
  1. Er geht in einem Restaurant.
  2. Er ist zu Hause.

3. Sie macht einen Spaziergang.
4. Sie sind in der Schule.

For this test the student will see pictures on their answer sheets. The text is done orally by the teacher.

Test 3: OPINION SURVEY (SAMPLE QUESTIONS)

It might be important for a musician to be able to understand and speak German.

(   ) YES (   ) NO.

You can learn some German culture by visiting in a German home.

(   ) YES (   ) NO.

German foods are generally excellent.

(   ) YES (   ) NO.

(Sample Plan)

DIE EIGENARTIGE STADT MÜNCHEN: A CAREER-CULTURE RELATED ACTIVITY PLAN

GERMAN LEVEL II

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CULTURE CONTENT:

1. Sightseeing in Munich
2. International atmosphere of Munich
3. The Munich University and the Academy of Fine Arts
4. Mention of representatives from the fine arts

CAREERS IN FOCUS:

Painter, composer, author, poet, silk screener, sculptor, potter, architect, interior decorator and historical research specialist

CULTURAL SETTING:

The city of Munich

IMPLICATIONS FOR CULTURAL UNDERSTANDING AND FOR CAREERS FOR WHICH A KNOWLEDGE OF A FOREIGN LANGUAGE IS ESSENTIAL OR ADVANTAGEOUS:

1. What advantage would a visitor have because he could understand and speak German?

2. What styles of architecture did the visitor have occasion to see in the city?

SUGGESTIONS FOR POSSIBLE CORRELATION WITH ANOTHER SUBJECT AREA:

1. There is an area in Munich inhabited to a large extent by artists of various kinds. In that area there would be ample opportunity to meet followers of the fine arts.

2. The academy gives courses in all aspects of the fine arts.

LINGUISTIC CONCEPTS:

A. Grammatical
  1. passive voice
  2. "man" i.e. the impersonal you

B. The verb of the conjugated part of the verb is always in the second position in a German main clause.

C. Lexical items:

Zweibelturm
Wahrzeichen
gotisch
byzantinisch
sorgfaltig
wiederherstellen

Renaissance
Barock
Rokoko
Glockenspiel
Liebhaber
allerlei

PROCESS DESCRIPTION:

The teacher will direct practice in reading the text. She will discuss new words and idiomatic expressions, and also tell interesting anecdotes about artists in various disciplines. She will assign reports for the students to give orally in class on subjects of their own choice related to the fine arts.

PERFORMANCE OBJECTIVES:

1. The students will demonstrate their ability to read the text aloud. Evaluation will be based on inflection, fluency, and correctness of pronunciation and intonation.
2. The students will demonstrate their knowledge of the career-culture concepts learned from the text, class discussion, and reports by answering questions based on the materials and reports. Performance will be evaluated on accuracy of information and correctness of expression.
3. The students will demonstrate their ability to spell correctly both new and formerly learned words by writing excerpts dictated from the text and recombinations thereof.

MATERIALS:

1. Script and tapes of the text, "Die Eigenartige Stadt München"
2. Script and tapes of the drills
3. Film or slides showing scenes from Munich and artists at work.
4. Suitable pictures to decorate a bulletin board

TEXT:

DIE EIGENARTIGE STADT MÜNCHEN

Die gotische Frauenkirche in München wurde im Jahre 1468 begonnen. Die mit Kupfer bedeckten Zwiebeltürme, das Wahrzeichen Münchens, ist aber nicht gotischen sondern byzantinischen Stils. Im Krieg brannte die Kirche innerhalb völlig aus, aber sie wurde so sorgfältig wiederhergestellt, dass nichts an den Schaden erinnert.

Andere Bauten aus der Renaissance, dem Barock, und Rokoko sind auch zu sehen. Viele Strassen sind sehr winklig, und sie fuhren kreuz und quer durch die Stadt. Wir sahen das prächtige barocke Preysinger Palais und das reizende wiedererbaute Cuvilliés-Theater. Das Glockenspiel des Rathauses gefiel uns sehr, und die Aussicht auf die Alpen vom Turm war herrlich. Die Stadt München zieht viele Reisenden an, und manchmal gibt es so viele Fremde in der Stadt wie Münchner. In München findet man eine Universität und die Akademie der bildenden Künste. Es gibt viele Kunstsammlungen und die Stadt ist ein wahres kulturelles Zentrum.

Viele Liebhaber der Musik kommen anch in München zusammen. Sie begeistern sich über die Konzerte und Opern die dort ausgeführt werden. In München kann man allerlei Musik hören, und die Fremde genau wie die Enwohner freuen sich immer auf die verschiedenen Vorstellungen und Unterhaltungen die man in München besuchen kann.

PROCEDURES AND ACTIVITIES

A. Initiation:

1. Study and practice reading the text aloud in class.
2. Students copy the text verbatim to establish a pattern for correct spelling when parts of the material are dictated.
3. Each student is to select an aspect of the fine arts that interests him most and present a report orally to the class.

B. Developmental activities:

Drills

1. Learn the reflexive pronoun for each person.
   Ich wasche mich.
   Du wäschst dich.
   Er (sie, es) wäscht sich.

   Wir waschen uns.
   Ihr wascht euch.
   Sie waschen sich.

2. Change these reflexive sentences to the plural by filling in the missing parts.

Ich freue mich.	Wir freuen ________.
Du fühlst dich wohl.	Ihr fühlt ________ wohl.
Er erkältet sich.	Sie erkälten ________.
Sie entschuldigt sich.	Sie entschuldigen ________.

3. Rewrite the sentences substituting the pronouns in parentheses.
   Ich setze mich neben ihn. (Du)
   Du kaufst dir viel. (Wir)
   Ihr habt euch alles angesehen. (Er)

C. Assessment:

1. Complete the following reflexive sentences where the subject has been changed.
   a. Er begeisterte sich über das Glockenspiel.
      Wir
      Du
   b. Sie hatten sich gruppiert
      Ihr
      Wir

c. Carl hatte sich niedergelassen.
   Wir
   Sie (formal)
d. Er fand sich ins Gespräch gezogen.
   Wir
   Hans

2. Use the following idiomatic expressions in original sentences.

   a. kreuz und quer
   b. kennenlernen

(Sample Plan)

WARUM NICHT AUF DEUTSCH? A CAREER-CULTURE RELATED ACTIVITY PLAN

GERMAN LEVEL II

CAREER CONCEPT:

1. Meaningful and rewarding careers are available to every individual.
2. Occupations contribute to society's progress.
3. Careers require and encourage different knowledge, abilities, attitudes, and talents.

CAREERS IN FOCUS:

business manager, buyer, salesman, secretary and other careers in business, administration, and industry

CULTURAL SETTING:

Schools in Germany

IMPLICATIONS FOR CULTURAL UNDERSTANDING AND FOR CAREERS FOR WHICH A KNOWLEDGE OF GERMAN IS ESSENTIAL OR ADVANTAGEOUS:

1. What types of careers require a college education?
2. For what types of careers will a trade school or a business college train students?
3. Discuss the educational training and work responsibilities of the following: business manager, secretary, buyer, salesman.

SUGGESTIONS FOR POSSIBLE CORRELATION WITH OTHER SUBJECT AREAS:

Social Studies: Brings into focus different approaches that different nations have toward the same institution (education).

Business Education: Emphasizes the degree of thoroughness that different nations employ in the training for different careers. (A European salesman attends special school for salesmen for three years.)

LINGUISTIC CONCEPTS:

A. Grammatical Items:
   1. Wann müssen deutsche Kinder sich entscheiden, auf welche Schule sie gehen werden?
   2. Was für eine Schule muss man besuchen, wenn man ein Geschäft führen will?
   3. Wie nennt man oft die Mittelschule?
   4. Wieviele Sprachen muss man in einer Realschule studieren?
   5. Wieviele Jahre muss man auf der Realschule bleiben?

B. Lexical Items:
1. Die Volksschule (Grundschule)
2. Die Realschule (Mittelschule)
3. das Gymnasium
4. das Abitur
5. die Abschlussprüfung
6. das Zeugnis
7. die Note (Zensur)
8. die Erfolge
9. die Misserfolge
10. die Ausbildung
11. die Wirtschaft
12. die Industrie
13. die Verwaltung
14. das Geschäft
15. der Geschäftsführer, -in
16. der Kaufmann
17. der Verkäufer, -in
18. der Sekretar, -in
19. durchfallen
20. sich entscheiden

PROCESS DESCRIPTION

In order to develop an awareness of selected occupations as they relate to a particular aspect of German culture, the student will familiarize himself with the text below. The student will also acquire facts about basic aspects of the German educational systems and career training through class discussions and outside reports.

PERFORMANCE OBJECTIVES:

1. To demonstrate pronunciation the student will read the text orally. His ability to read with correct pronunciation and intonation and at a normal speaking rate will be the criteria for evaluation.
2. To demonstrate listening comprehension the student will hear and answer questions based on the text and classroom discussions.
3. To demonstrate his proficiency in free conversation the student will take part in guided discussions based on the text and previous classroom discussions. This will also serve as a test of the student's knowledge of the text's lexical items.
4. The student will demonstrate an understanding of the career concepts implicit in the activity by giving a written and/or oral report on the training and the responsibilities of the occupations listed above under CAREERS IN FOCUS.

MATERIALS:

1. Copy of text and tapes of text
2. Tape recorder
3. Pictures or slides of German students at work
4. Pictures illustrating the various careers in focus listed above.

TEXT:

Warum nicht auf Deutsch?

Hans und Fritz sind gute Freunde. Weil sie jetzt in der vierten Klasse in der Volksschule sind, müssen sie sich entscheiden, welche Schule sie nächstes Jahr besuchen werden.

Hans weiss noch nicht, auf welche Schule er gehen will, aber seine Eltern wollen, dass er auf ein Gymnasium geht. Sein Bruder sagt, dass man da viele Sprachen lernen muss und das die hohere Mathematik sehr schwer ist. Aber Hans kummert sich nicht darum. Er Will Arzt werden und da muss er aufs Gymnasium gehen, sonst kann er später an keiner Universität studieren.

Fritz will kein Arzt werden. Er will nicht so lange zur Schule gehen. Das ware nichts für ihn. Er will schnell fertig sein. Er wird 4-6 Jahre in eine Mittelschule gehen. Da kann er eine gute Ausbildung in den kaufmännischen Fächern bekommen.

Fritz soll einmal das Geschäft seines Vaters übernehmen, denn sein Bruder interessiert sich nicht dafür. Also, die Mittelschule wird wohl das Beste für ihn sein.

(The above text is by necessity rather brief. It should be used as a point of departure for a broader study of the different types of German schools and the roles they play in the German educational system.)

PROCEDURES AND ACTIVITIES:

A. Initiatory
   1. Presentation of the text on tape
   2. Reports by class members on the German educational system and how it differs from our own.
   3. Study by students of various occupations listed under CAREERS IN FOCUS

B. Developmental
   1. Through repetition the student will become able to read the text smoothly and with near-native pronunciation.
   2. Drills: The text presents linguistic patterns that can and should be drilled. Teachers should develop drills utilizing those concepts appropriate for the level concerned. Drills used would depend on the level of the students.

C. Assessment

In an attempt not to confine this activity plan to a particular level no specific assessment activities have been included here. It is hoped that each teacher will develop his own tests according to the level concerned.

(Sample Plan)

HAUSERBLOCKS UND SIEDLUNGEN — A CAREER-CULTURE ACTIVITY PLAN

GERMAN LEVEL III

CAREER CONCEPT:

1. Meaningful and rewarding careers are available to every individual.
2. Occupations contribute to society's progress.
3. Careers require and encourage different knowledge, abilities, attitudes and talents.

CAREERS IN FOCUS:

urban planner, architect, contractor, electrician, carpenter, construction worker, landscape gardener, salesclerk, cashier, buyer, business man

CULTURAL CONTENT:

"Suburban living" German stule--how it differs from American suburbia:

1. Integrated shopping, business, and play areas
2. Housing in family and multi-family units
3. Emphasis on community and social activity centers

CULTURAL SETTING:

Recent housing developments in West Germany

IMPLICATIONS FOR CULTURAL UNDERSTANDING AND FOR CAREERS FOR WHICH A KNOWLEDGE OF GERMAN IS ESSENTIAL OR ADVANTAGEOUS:

1. What types of careers require education at a Gymnasium followed by professional training at a Technische Hochschule or Universität?

2. For what types of careers in the building trades will the Volksschule, followed by the Berufsschule in combination with apprenticeship training provide the best preparation?

3. Which careers in commerce would necessitate a diploma from the Mittelschule or Realgymnasium?

SUGGESTIONS FOR POSSIBLE CORRELATION WITH OTHER SUBJECT AREAS:

Social Studies:

1. Focus on a different approach in solving acute housing shortages. Strictly zoned, publicly regulated housing planned for total community living based on priorities geared to high population density and incredibly high land cost.
2. Many, perhaps most, people in the building trades are foreign workers. How does their presence help Germans know their neighbors and other countries? What knowledge do these foreign workers take back to their homelands? Discuss the influence of West Germany on less industrialized nations.

LINGUISTIC CONCEPTS:

A. Grammatical items
  1. sich befinden
     Was befindet sich zwischen den Hochhausern in einem Häuserblock?
  2. prefixes er- ent-
     Wo hat man viele Häuserblocks errichtet?
     Woraus sind sie erbaut?
     Wie viele Wohnungen entstehen in einem Block?
     Wie weit sind die Häuserblocks von einander entfernt?
  3. Relative clauses
     Wie teuer ist der Boden, aus dem die Häuserblocks erbaut sind?
     Wo befinden sich die Spielplätze, die den Kindern dienen?
     Wie sehen die Siedlungen aus, die ausserhalb der Städte
       enstanden sind?

B. Lexical Items
  die Wohnungsnot
  das Hochhaus
  der Hauserblock
  das Stockwerk
  die Grunflache
  die Siedlung
  das Ladenzentrum
  die Zentralheizung
  das Fern-Heizwerk
  die Art und Weise, in der...
  errichten
  erbauen
  entstehen
  entfernen

PROCESS DESCRIPTION:

In order to develop an awareness of selected occupations as they relate to a particular aspect of German culture, the student will familiarize himself with the text below. The student will also be asked to recall basic facts of the German educational system as developed in previous levels and reviewed earlier in the year.

PERFORMANCE OBJECTIVES:

1. Pronunciation and intonation: The student should be able to read the text with correct pronunciation and intonation at a normal speaking rate, demonstrating by his expression that he understands the general description and drift of ideas.
2. Listening comprehension: The student should be able to understand questions based on the text and give appropriate answers.
3. Proficiency in free conversation: The student should be able to participate in guided discussions based on this text and previous classroom discussions. He should endeavor to use the lexical items in his responses.
4. Composition: The student should be able to answer questions grammatically in writing and to produce a paragraph on a related topic in simple, correct German, demonstrating his command of verb tenses and compound sentence structure. Specifically: relative clauses.
5. Understanding of career concepts: A written and/or oral report on the training and responsibilities of some of the occupations listed under CAREERS IN FOCUS as they relate to the creation of housing developments.

MATERIALS:

1. Copy of text and tapes of text
2. Tape recorder
3. Film Projector
4. Film sequences showing new housing developments
5. Illustrated magazine excerpts on housing problems and solutions
6. Reports from students who have travelled in Germany

TEXT:

Wie man das Problem der Wohnungsnot in deutschen Städten gelöst hat.

Interessant ist die Art und Weise, in der man das Problem der Wohnungsnot in deutschen Städten gelöst hat. Einerseits gibt es die grossen Häuserblocks: das zur Verfügung stehende Gelände ist in etwa zwölf Baukorper aufgeteilt, von denen manchebis zu vierzehn Stockwerken, andere kleinere bis zu neun Stockwerken ansteigen. Diese Gebäude stehen aber nicht dicht beieinander, obgleich der Boden, auf dem sie erbaut sind, unglaublich teuer ist; nein, sie sind fast hundert Meter von einander entfernt, durch angenehme Grünflächen getrennt. Aus Stahl und Beton und Glaserbaut, entstanden hier mehr als 2100 Wohnungen fur etwa 5000 Menschen. Zentralheizung und Warmwasserbereitung sind an ein Fern-Heizwerk angeschlossen; Sammelantennen leiten Rundfunk und Fernsehen in jede einzelne Wohnung. Für den Waschbedarf sorgt eine zentrale Wäscherei, zum Parken der Wagen sind unter der Erde Garagen angelegt. Lebensmittel - und Bekleidungsgeschafte, Buchläden, Friseure, Restaurants usw, sind im Erdgeschoss, Büros und Ateliers findet man auch in oberen Stockwerken. Zwischen den Hochhäusern befinden sich Spielplatze fur Kinder und Promenaden für Erwachsene.

Von grösserer Wichtigkeit aber sind die vielen Siedlungen, die ausserhalb der Städte enstanden sind. Wie in Amerika finden wir hier gewöhnlich ein Ladenzentrum mit Geschäften, Garagen, Kino und Wäscherei. Aber im Gegensatz zu Amerika gibt es in solchen Siedlungen nicht nur Einfamilienhäuser, sondern auch Zwei - und Mehrfamilienhäuser und Hochhäuser mit Wohnungen. Das Das Wichtigste in diesen Siedlungen ist das Element der Gemeinsamkeit und Gemeinschaft. Selbst wenn man in einzelnen Wohnungen wohnt, so trifft man sich immer wieder am gemeinschaftlichen Mittelpunkt-- in der Schule oder im Lebensmittelgeschäft. So sind diese Siedlungen eine Art Rückkehr zum Dorf, zum Leben auf dem Lande, womit die deutsche Kultur vor tausend Jahren angefangen hat.

PROCEDURES AND ACTIVITIES

A. Initiatory
   1. Listening to the text orally or on tape, if available
   2. Discussion by students of professions and trades connected with modern German housing developments
   3. Recall by students of main features of the German educational system as it relates to the careers under discussion

B. Developmental
   1. Through skillful directed questioning, the students will be guided through the syntactical and lexical difficulties of the text to achieve thorough comprehension.

   . Through repetition based on variations of basic structural patterns, the student should perfect mastery of the grammatical items, in particular the inverted word-order of the relative clause.

   3. Skills required in "free conversation" are developed by having students ask specific questions based on the text, encouraging their classmates to make use of the new vocabulary in their answers.

   4. Skills required in "sustained conversation" are developed by asking the student for a continuous narrative based on the text.

   5. Skills in composition are developed on a parallel basis with the oral work and may be tailored to the student's individual ability: the less able should be capable of writing direct answers to questions based on the text and of producing new sentences following a given structural pattern; the more able should be capable of writing his own questions based on the text, and eventually of producing a short narrative based on the text and later a short original composition on a related topic.

C. Assessment
   Each of the developmental activities above should give ample opportunity to assess each student
   a) as to his level of proficiency in each of the performance objectives and
   b) as to his individual progress in relation to the stated objectives.

(Sample Plan)

A CAREER - CULTURE RELATED ACTIVITY PLAN

DEUTSCHE WISSENSCHAFTLER GERMAN LEVEL III

CAREER CONCEPTS:

1. Individual careers may change as individuals change throughout life.
2. Individuals adapt to world changes and environment.
3. World changes, conditions and environment affect careers.

CULTURAL CONTENT:

1. Many discoveries and inventions are the work of German scientists.
2. German Americans have made great contributions in scientific fields.
3. Some German scientists were instrumental in our accomplishing the first flight to the moon in December, 1968.
4. People on earth could watch the landing of man on the moon via television.
5. The astronauts returned safely to earth.

CAREERS IN FOCUS:

Scientist, doctor, dentist, nurse, technician

CULTURAL SETTING:

Scientists worked in laboratories and astronauts landed on the moon.

IMPLICATIONS FOR CULTURAL UNDERSTANDING AND FOR CAREERS FOR WHICH A KNOWLDEGE OF A FOREIGN LANGUAGE IS ESSENTIAL OR ADVANTAGEOUS:

1. What contributions have German scientists made to the American space program?
2. How can a knowledge of German be helpful to a scientist in keeping abreast of developments in his field?
3. To what other areas of knowledge have great scientists contributed?

SUGGESTIONS FOR POSSIBLE CORRELATION WITH OTHER SUBJECT AREAS:

Vocational Education

1. Science is a broad field in which there are innumerable opportunities for training for specific services in the world of work - for example technicians and operators of machines in manufacturing plants and laboratories.
2. Automobile mechanics are vitally needed in our modern world and they can benefit by scientific studies.

LINGUISTIC CONCEPTS:

A. Grammatical
Use of können, lassen, and reflexives.

B. Syntax
Substitutes for the passive voice

C. Lexical items

Erfindungen
Entdeckungen
Wissenschaftler
Kernspaltung
Grundlage
Atomindustrie
entwickelt
Mondflug
Weltraum
Fernsehapparaten
Mondflugzeug

PROCESS DESCRIPTION:

The teacher presents the text and other materials in English to further the students' interest in careers related to those mentioned in the text. She directs the students to make oral reports in class on interesting jobs and professions that require a knowledge of science.

PERFORMANCE OBJECTIVES:

1. The students will take turns reading the text aloud in class to demonstrate their control over pronunciation, inflection and intonation.
2. The students will demonstrate their control of the linguistic concepts reentered in the text by answering questions correctly even though cases, tenses and voice may be changed from the forms used in the text.
3. The students will demonstrate their ability to spell correctly both new and formerly learned words by writing excerpts dictated from the text and recombinations thereof.
4. The students will demonstrate their knowledge of the career and cultural concepts developed in the plans by participating in class discussion.

MATERIALS:

1. Script and tapes of the text "Deutsche Wissenschaftler."
2. Script and tape of drills
3. Film of science and scientists at work (if available)
4. Songs

TEXT:

DEUTSCHE WISSENSCHAFTLER

Das moderne Leben ist möglich wegen vieler Erfindungen und Entdeckungen deutscher Wissenschaftler. Zum Beispiel hat Conrad Röntgen Röntgenstrahlen entdeckt. Diese Strahlen werden auch X-Strahlen genannt. Die Kernspaltung wurde von Otto Hahn entdeckt, und wurde die Grundlage der Atomindustrie. Der Diesel-motor wurde von Rudolph Diesel erfunden. Auch auf dem Gebiet der medicinischen Wissenschaft haben die Deutschen grosse Fortschritte gemacht.

Nach dem Zweiten Weltkrieg kam Wernher von Braun nach Amerika. Er hatte früher Raketen entwickelt, und als er nach Amerika kam arbeitete er weiter daran. Er machte den Mondflug durch die Konstruktion der Saturn-V-Rakete möglich, die alle Apollo-Flüge in den Weltraum tragen sollte.

Noch ein Deutscher, Fritz von Opel, baute ein Raketenauto und ein Raketenflugzeug. Der erste Flug dauerte nicht lange, aber der Anfang war damit gemacht worden.

Diese zwei Wissenschaftler, Braun und Opel, und andere machten den ersten Mondflug möglich. Dieser Flug fand am 21. Dezember 1968 statt. Seitdem ist es moglich Menschen auf den Mond zu schicken.

Es ist kaum zu glauben dass Menschen hier auf der Erde diese Landung beobachten konnten, aber Millionen von Menschen sassen fasziniert vor den Fernsehapparaten und schauten zu. Man konnte auch sehen wie die Männer Steine sammelten und Aufnahmen machten. Endlich stiegen sie wieder in ihr Mondflugzeug ein und kehrten sicher zur Erde zurück.

PROCEDURES AND ACTIVITIES

A. Initiation
1. The teacher will read the text aloud in class, or play the tape or both.
2. She will have the students take turns reading parts of the text aloud.
3. She will have the students make oral reports (previously assigned) on careers that involve the use of science such as space age professions, medicine and industry.

B. Developmental Drills
1. man (indefinite one or impersonal you)

Examples:

Passive: Das wird oft getan.
Active: Das tut man oft.

Passive: Die Reise wird gemacht.
Active: Man macht die Reise.

2. reflexive verbs

Examples:

Passive: Der Brief kann schnell geschrieben werden.
Active: Der Brief liest sich schnell schreiben.

Passive: Das kann schnell gemacht werden.
Active: Das macht sich schnell.

3. sich lassen

Passive: Das kann gelesen werden.
Active: Das lasst sich lesen.

4. sein + zu + infinitive

Passive: Das Buch kann leicht gefunden werden.
Active: Das Buch ist leicht zu finden.

C. Assessment

Test I: Multiple choice questions on reports given orally by students in class.

Test II: Answer questions about the text.

Test III: Avoid the use of the passive voice in the following sentences:

1) by using man
   a) Die Schauspieler werden beobachtet.
   b) Der Volkswagen kann auf der Strasse gefunden werden.

c) Bucher konnen gelesen werden

2) by using reflexive verbs
   a) Die Reise kann endlich gemacht werden
   b) Das kann gut gelernt werden
   c) Das Auto kann schnell gefahren werden

3) by using sich lassen
   a) Das kann getan werden.
   b) Das kann in der Schule gelernt werden.

4) by using sein + zu+ infinitive
   a) Die Sprache kann verstehen werden.
   b) Das Bild wird gesehen.

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Deutsch Durch Audio-Visuelle Methode, Part I				
Filmstrips No. 940	Center for Curriculum Development	1-6	60101	132.00
Student Picture Book No. 1417 (1962)	Center for Curriculum Development	1-6	60102	2.45
Student Records No. 941	Center for Curriculum Development	1-6	60103	5.06
Tapes—Classroom, No. 942	Center for Curriculum Development	1-6	60104	78.00
Tapes—Review Exercises, No. 1533	Center for Curriculum Development	1-6	60105	78.00
Manual No. 943			42069	xx
Deutsch Durch Audio-Visuelle Methode, Part II				
Filmstrips No. 1090	Center for Curriculum Development	1-6	60106	132.00
Picture Book No. 1420 (1965)	Center for Curriculum Development	1-6	60107	2.45
Student Records No. 1094	Center for Curriculum Development	1-6	60108	7.25
Tapes—Classroom, No. 1091	Center for Curriculum Development	1-6	60109	78.00
Tapes—Review Exercises, No. 1534	Center for Curriculum Development	1-6	60110	39.00
A-LM German: Level One, 2nd Edition (1969)	Harcourt Brace Jovanovich	JH	12214	3.45
Teacher's Edition			42700	xx
Classroom/Laboratory Recorded Materials				
60 reels, 7½ ips, full track	Harcourt Brace Jovanovich	JH	60111	150.00
30 reels, 7½ ips, two track	Harcourt Brace Jovanovich	JH	60112	75.00
A-LM German: Level Two, 2nd Edition (1970)	Harcourt Brace Jovanovich	JH	12215	4.35
Teacher's Edition			42701	xx
Classroom/Laboratory Recorded Materials				
Set of tapes, 7½ ips, full track	Harcourt Brace Jovanovich	JH	60113	135.00
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High School

Two-Year Sequence				
A First Course in German, 2nd Edition (1964)	Heath	HS	20627	3.72
Manual and Key (Combined)			41062	xx
Set of 25 lesson tapes, 5 inch double track, 3¾ ips	Heath	HS	60209	165.00
A Second Course in German, 2nd Edition (1966)	Heath	HS	20630	3.39
Manual and Key (Combined)			41385	xx
Set of 11 lesson tapes, 5 inch double track, 3¾ ips	Heath	HS	60210	66.01
German Today, Book I (1970)	Houghton Mifflin	HS	21311	4.35
Teacher's Edition			42702	xx
Tapes	Houghton Mifflin	HS	60211	138.00
German Today, Book II (1970)	Houghton Mifflin	HS	21312	4.47
Teacher's Edition			42703	xx
Tapes	Houghton Mifflin	HS	60212	132.00
Warum Nicht Auf Deutsch? Buch I (1969)	Macmillan	HS	21313	3.72
Teacher's Edition			42704	xx
Tapes	Macmillan	HS	60115	120.00
Warum Nicht Auf Deutsch? Buch II (1969)	Macmillan	HS	21314	4.47
Manual			42705	xx
Tapes	Macmillan	HS	60116	132.00

High School (cont.)

BASAL TEXTBOOKS	Publisher	Grade	Book No.	Price
Four-Year Sequence				
A-LM German: Level One, 2nd Edition (1969)	Harcourt Brace Jovanovich	HS	12214	3.45
Teacher's Edition			42700	xx
Classroom/Laboratory Recorded Materials 60 reels, 7½ ips, full track	Harcourt Brace Jovanovich	HS	60111	150.00
30 reels, 7½ ips, two track	Harcourt Brace Jovanovich	HS	60112	75.00
A-LM German: Level Two, 2nd Edition (1970)	Harcourt Brace Jovanovich	HS	12215	4.35
Teacher's Edition			42701	xx
Classroom/Laboratory Recorded Materials Set of tapes, 7½ ips, full track	Harcourt Brace Jovanovich	HS	60113	135.00
Set of tapes, 7½ ips, two track	Harcourt Brace Jovanovich	HS	60114	67.50
A-LM German: Level Three, (1964)	Harcourt Brace Jovanovich	HS	20633	3.90
Manual			41088	xx
Classroom/Laboratory Tape Set, 30 7 inch reels, 7½ ips, full track, Tenzar	Harcourt Brace Jovanovich	HS	60213	75.00
A-LM German: Level Four (1965)	Harcourt Brace Jovanovich	HS	20636	4.50
Manual			41090	xx
Classroom/Laboratory Tape Set, 15 7 inch reels, 7½ ips, full track, Tenzar	Harcourt Brace Jovanovich	HS	60214	48.00
Deutsch: Verstehen und Sprechen (1970)	Holt, Rinehart & Winston	HS	21315	4.47
Teacher's Edition			42706	xx
Set of 20 tapes, 3¾ ips, full track	Holt, Rinehart & Winston	HS	60117	200.00
Deutsch: Sprechen und Lesen (1963)	Holt, Rinehart & Winston	HS	20631	3.75
Manual			41086	xx
Deutsch: Lesen und Denken (1964)	Holt, Rinehart & Winston	HS	20634	3.90
Manual			41089	xx
The German Heritage (1958)	Holt, Rinehart & Winston	HS	20637	4.35

SUPPLEMENT TO
STATE-OWNED (FREE) TEXTBOOKS
AVAILABLE FOR PURCHASE

SEPTEMBER, 1975

FOREIGN LANGUAGES - GERMAN

Junior High School

1[a]	2[b]	3*[c]	4[d]	5[e]
Harcourt Brace Jovanovich, Inc.				
Winkler, A-LM GERMAN: Level One, New Second Edition, 1974	Jr. H.S.	6.60	6.34	22359
Teacher's Edition				44494
GERMAN CULTURE:				
Activity Book		1.95	----	22360
4 Filmstrips and 2 Cassettes		60.00	----	62689
Cassettes (separately)		15.00	----	62690
Winkler, A-LM GERMAN: Level One, Second Edition, 1973 - 1969 (Textbook presently under contract.)				
Exercise Book		.90	----	22361
Practice Record Set		9.00	----	62691
Student Test Booklet		.90	----	22362
Manual				44495
Dialog Posters (84)		30.00	----	62692
Supplement Posters (192)		30.00	----	62693
Cue Cards		21.00	----	62694
Testing Tape Set (9)		36.00	----	62695
Record Set A (13 disks for units 1-7)		39.00	----	62696
Record Set B (17 disks for units 8-15)		39.00	----	62697
Sound filmstrips (set of 4 with disks and teacher's guide)		49.50	----	62698
Winkler, A-LM GERMAN: Level Two, New Second Edition, 1974	Jr. H.S.	7.20	6.91	22363
Teacher's Edition				44496
Sound Filmstrips - Record Version (6 filmstrips, 6 records)		87.00	----	62699
Sound filmstrips - Cassette Version (6 filmstrips, 6 cassettes)		99.00	----	62700
Winkler, A-LM GERMAN: Level Two, Second Edition, 1973 - 1969 (Textbook presently under contract.)				
Exercise Book		1.50	----	22364
Practice Record Set (12)		9.00	----	62701
Student Test Booklet		.75	----	22365
Manual				44497
LEKTURE (reader)		1.95	----	22366
Cue Cards		27.00	----	62702
Testing Tape Set (6 reels)		57.00	----	62703
READING FOR MEANING: German (reader)		1.20	----	22367

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[a] Publisher, Author, Title and Copyright Date
[b] Grade Placement
[c] Net Wholesale f.o.b. thru Depos.
[d] Net Wholesale Exchange
[e] Book No.

1	2	3*	4	5
FOREIGN LANGUAGES - GERMAN (Continued)				
Junior High School (Continued)				
Houghton Mifflin Company				
Moeller, GERMAN TODAY PART A, 1970	Jr. H.S.	4.47	4.35	22368
Moeller, GERMAN TODAY PART B, 1970		4.47	4.35	22369
Progress Tests Set, Book 1 (30 student booklets with Teacher's Manual), 1971		25.50	----	62704
Progress Tests Student Booklet, 1971		.99	----	22370
Tape Recordings to accompany Progress Tests, Book 1, 1971		21.00	----	62705
Tapes (23), Book 1, 1970		180.00	----	62706
High School				
Harcourt Brace Jovanovich, Inc.				
Winkler, A-LM GERMAN: Level One, New Second Edition, 1974	H.S.	6.60	6.34	22359
Teacher's Edition				44494
GERMAN CULTURE:				
Activity Book		1.95	----	22360
4 Filmstrips and 2 Cassettes		60.00	----	62689
Cassettes (separately)		15.00	----	62690
Winkler, A-LM GERMAN: Level One, Second Edition, 1973 - 1969	H.S			
(Textbook presently under contract.)				
Exercise Book		.90	----	22361
Practice Record Set (15)		9.00	----	62691
Student Test Booklet		.90	----	22362
Manual				44495
Dialog Posters (84)		30.00	----	62692
Supplement Posters (192)		30.00	----	62693
Cue Cards		21.00	----	62694
Testing Tape Set (9)		36.00	----	62695
Record Set A (13 disks for Units 1-7)		39.00	----	62696
Record Set B (17 disks for Units 8-15)		39.00	----	62697
Sound filmstrips (set of 4 with disk and Teacher's Guide)		49.50	----	62698
Winkler, A-LM GERMAN: Level Two, New Second Edition, 1974	H.S.	7.20	6.91	22363
Teacher's Edition				44496
Sound Filmstrips - Record Version (6 filmstrips, 6 records)		87.00	----	62699
Sound Filmstrips - Cassette Version (6 filmstrips, 6 cassettes)		99.00	----	62700
Winkler, A-LM GERMAN: Level Two, Second Edition, 1973 - 1969	H.S.			
(Textbook presently under contract)				
Exercise Book		1.50	----	22364
Practice Record Set (12)		9.00	----	62701
Student Test Booklet		.75	----	22365
Manual				44497
LEKTURE (reader)		1.95	----	22366
Cue Cards		27.00	----	62702
Testing Tape Set (6 reels)		57.00	----	62703
READING FOR MEANING: German (reader)		1.20	----	22367

1	2	3*	4	5
FOREIGN LANGUAGES - GERMAN (Continued)				
High School				
Winkler, A-LM GERMAN: Level Three, Second Edition, 1973 - 1969 (Textbook presently under contract.)				
Exercise Book		1.80	----	22371
Practice Record Set (9)		7.50	----	62710
Student Test Booklet		1.20	----	22372
Manual				44498
Mal was andres (reader), 1974		3.00	----	22373
Testing Tape Set (4 reels)		36.00	----	62707
Classroom/Laboratory Listening Comprehension Tape Set (9 reels)		63.00	----	62708
Winkler, A-LM GERMAN, Level Four, Second Edition, 1973 - 1969	H.S.	6.30	6.05	22374
Manual				44499
Classroom/Laboratory Tape Set (18 reels)		168.00	----	62709
*Price in this column should be used in ordering textbooks.				
D. C. Heath and Company				
Huebener-Newmark, A FIRST COURSE IN GERMAN, 1973	H.S.	5.70	5.55	22375
Manual and Key				44500
Testing Program		2.10	----	22376
Lesson Tapes and Testing Tape (15 reels)		135.00	----	62711
Huebener-Newmark, A SECOND COURSE IN GERMAN, 1973	H.S.	5.70	5.55	22377
Manual and Key				44501
Testing Program		2.10	----	22378
Lesson Tapes and Testing Tape (12 reels)		135.00	----	62712
Huebener-Newmark, A THIRD COURSE IN GERMAN, 1968	H.S.	5.10	4.96	22379
Manual and Key				44502
Lesson Tapes (11 reels)		96.80	----	62713
Houghton Mifflin Company				
Moeller, GERMAN TODAY, Book 1, 1970	H.S.	5.70	5.55	22380
Teacher's Edition				44503
Workbook, 1970		1.65	----	22381
Progress Tests Set (30 student booklets with Teacher's Manual), 1971		25.50	----	62704
Progress Tests Student Booklet, 1971		99	----	22370
Tape Recordings to accompany Progress Tests, 1971		21.00	----	62705
Tapes (23), 1970		180.00	----	62706

1	2	3*	4	5
Moeller, GERMAN TODAY, Book 2, 1970	H.S.	5.85	5.69	22382
Teacher's Edition				44504
Workbook, 1970		1.80	----	22383
Progress Tests Set (30 student booklets with Teacher's Manual), 1971		31.50	----	62714
Progress Tests Student Booklet, 1971		1.11	----	22384
Tape Recordings to accompany Progress Tests, 1971		10.50	----	62715
Tapes (22), 1971		174.00	----	62716
Moeller, BLICKPUNKT DEUTSCHLAND STUDENT TEXT, Book 3, 1973	H.S.	6.30	6.13	22385
Teacher's Edition				44505
Workbook, 1973		1.65	----	22386
Tapes (6)		72.00	----	62717
Reinert-Moeller, GERMAN TODAY, 1974	H.S.			
Personalized Learning Level 1		30.00	----	62718
Personalized Learning Level 2		33.00	----	62719
Personalized Learning Teacher's Booklet		1.86	----	22387
Webster Division McGraw-Hill Book Company				
Weiss, DEUTSCH: ENTDECKEN WIR ES!, 1973 Level 1	H.S.	6.27	6.10	22388
Teacher's Edition				44506
Workbook		1.89	----	22389
Test Package (Webstermaster, Instructor's Manual)		30.00	----	62720
Tapes		245.00	----	62721
Filmstrips (set of 4)		65.00	----	62722
Weiss, DEUTSCH: ERLEBEN WIR ES!, 1973 Level 2	H.S.	6.27	6.10	22390
Teacher's Edition				44507
Workbook		1.89	----	22391
Test Package (Webstermaster, Instructor's Manual)		35.00	----	62723
Tapes		289.00	----	62724
Filmstrips		70.00	----	62725

*Price in this column should be used in ordering textbooks.

Supplementary

AMSCO School Publications, Inc.			
Reinert, REVIEW TEXT IN GERMAN FIRST YEAR, 1971	1.70	----	22392
Answer Key			44508
Workbook (Consumable edition)	2.10	----	22393
Answer Key			44509

1	2	3*	4	5
EMC Corporation				
Busch, MAX UND MORITZ, 1971 - GEC-122000 (Consists of 2 filmstrips, 1 cassette, 1 German book, 1 English book and Teacher's Guide)	Level 1	28.25	----	62726
EASY READER SERIES:				
Kastner, Mein Onkel Franz, 1969 - GEA-110051	Level 1	1.70	----	22394
Lenz, Lotte soll nicht sterben, 1970 - GEA-110052	Level 1	1.70	----	22395
Winnig, Das Romerzimmer/Der Schneider von Osterwyk, 1972 - GEA-110053	Level 1	1.70	----	22396
Kastner, Drei Manner im Schnee, 1969 - GEA-201051	Levels 2-3	1.95	----	22397
Schnurre, Die Tat/Ein Fall furHerrn Schmidt, 1972 - GEA-201052	Levels 2-3	1.95	----	22398
Zweig, Novellen, 1972 - GEA-201053	Levels 2-3	1.95	----	22399
Boll, Erzahlungen, 1973 - GEA-301052	Levels 3-4	1.95	----	22400
Kraft, SO SIND DIE DEUTSCHEN 1, 1972 - GEC-107000	Level 1	97.40	----	62727
Kraft, SO SIND DIE DEUTSCHEN 2, 1972 - GEC-108000	Level 2	106.40	----	62728
Kraft, SO SIND DIE DEUTSCHEN 3, 1974 - GEC-109000	Level 3	106.40	----	62729
National Textbook Company				
Wolff, Die Jagd nach dem Familienerbe, 1971	Level 2	1.20	----	22401
Wolff, Das Geheimnis im Elbtunnel, 1972	Level 2	1.20	----	22402
Wolff, Hoch in den Alpen, 1973	Level 2	1.20	----	22403
von Ihering, Zwei Komedien, 1971	Levels 2-3	1.20	----	22404
Kohig, Gehen Wir Zum Theater, 1972	Levels 2-3	1.20	----	22405
von Ihering, Ein Hotel Namens Europa, 1973	Levels 2-3	1.20	----	22406
Reiter, Von Heldin und Schelmen, 1972	Levels 2-4	1.60	----	22407
Reiter, Von Weisen und Narren, 1972	Levels 2-4	1.60	----	22408
Walbruck, Briefe uber den Ozean, 1972	Levels 3-4	1.20	----	22409
Leyding, Briefe aus Deutschland, 1973	Levels 3-4	1.20	----	22410
Walbruck et al., IM BRENNPUNKT: DEUTSCHLAND, 1973	Levels 3-4	3.92	3.84	22411

LIST OF RESOURCES ---- GENERAL

PROFESSIONAL

Audio-Visual

Foreign Language Programs: and interrelated audiovisual materials. Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611.

Foreign Language Tape Recordings: for individualized and classroom study. National Textbook Co., 8259 Niles Center Road, Skokie, Ill. 60076.

Foreign Language Programs: and interrelated audiovisual materials. Encyclopaedia Brittanica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611.

Berkeley Teaching Methods 1973: Audio Visual Teaching Methods To Motivate the Foreign Language Student. Berkeley Teaching Methods, P. O. Box 76, Island Park, N.Y. 11558.

Transparency Originals for Overhead Projection. (Foreign Language #4 Vocabulary & Dialogue) Thermo-Fax, Dealer, 1906 Beaumont Dr., Baton Rouge, La.

Career-Oriented

American Translators Association. The United Nations and Multilingual Communication. A summarized report by Renee J. Pfister, New York: The Association, February 15, 1963. Describes types of translators and précis writers needed, backlog and volume of material (translated into seventy languages), and training of workers.

Angel, Juvenal L. Careers in the Fields of Export, Import and Foreign Operations Field. 4th Ed. New York: World Trade Academy Press, Inc., 1963. Presents qualifications of foreign commerce workers, location of employment, education and training, and schools offering training in the field.

Brown, Ina C. Understanding Other Cultures. Prentice-Hall, 1963.

Career Education A brochure prepared under direction of Shirly Kaub, Foreign Language Coordinator, Madison, Wisconsin, Public Schools, 1973. Primarily a visual guide to Foreign Language job opportunities.

Career Education Curriculum Guide prepared for Lafayette Parish School Board Lafayette, La. August, 1972.

PROFESSIONAL

Career-Oriented (cont.)

Ford Foundation. *Language Doors*. New York: Ford Foundation, May 1964. Describes the interest of the Ford Foundation in English as a second language, linguistics, and foreign language training, as well as the Foundation's part in establishing the Center for Applied Linguistics.

Huebener, Theodore. *Opportunities in Foreign Language Careers*. New York: Universal Publishing and Distributing Corporation, 1964. Includes information on the general background of language teaching, educational preparation for specialists, locating a job overseas, and languages spoken in the United States.

Why Johnny Should Learn Foreign Languages. Chilton Company, 1961. Rand McNally, Box 7600, Chicago, Illinois 60680.

Indiana University, Bloomington. *Translating Foreign Languages into Careers: Vocational Opportunities for High School and College Students of Modern Foreign Languages.* Compiled by Richard T. Hardesty under the direction of George E. Smith, 1964. Best brief treatment of vocational opportunities to date.

Parker, William R. *The National Interest and Foreign Languages*. 3rd edition Dept. of State Publ. 7324. Washington: U.S. Govt. Printing Off., 1962.

Remer, Ilo, *A Handbook for Guiding Students in Modern Foreign Languages*. U.S. Department of Health, Education, and Welfare, U.S. Government Printing Office, Washington, D.C., 1963.

Sherif, June L., *Handbook of Foreign Language Occupations*. Regents Publishing Company, Inc., New York, 1966.

State Plan for Education Part I: Elementary and Secondary Education, Louisiana State Department of Education. 1973. (Tentative Draft) Stresses career education.

Wellmeyer, John F., and Leiter, Sara F. *Foreign Language Needs of Federal Agencies*, 1964. Available from Wellemeyer Publications, 2101 R. Street, N.W., Washington, D.C. 20008. A study of thirteen federal agencies which have 25,000 to 30,000 positions that involve a working knowledge of one or more foreign languages.

PROFESSIONAL

Culture-Oriented

Brown, Ina C. *Understanding Other Cultures.* Prentice Hall, 1963.

Hall, Edward T. *The Silent Language*. N.Y.: Fawcett, 1961.

Kluckhohn, Clyde, & S. L. Koreber. *Culture*. Vintage.

Oliver, Robert T. *Culture and Communication*. C.C. Thomas, 1960.

Curriculum Guides

Connecticut State Department of Education. *Foreign Languages*, Grades 7-12. Curriculum Bulletin Series No. V(tentative). Hartford, 1958.

Luckau, Paul F., Ed. *Foreign Language, The Key to Understanding In A Jet-Age World*. Salt Lake City: Utah State Board of Education, 1970.

Missouri State Board of Education. *A Guide For Foreign Languages, Spanish, French, German, Russian, Latin*. Publication No. 127G. 1963.

New York, The University of the State of. *Russian For Secondary Schools*. The State Education Dept., Bureau of Secondary Schools Curriculum Development. Albany, 1965.

Spanish For Secondary Schools published by the Bureau of Secondary Curriculum Development, New York State Education Department.

Wyoming State Department of Education, *Foreign Language Handbook*. Cheyenne, Wyoming, 1971.

PROFESSIONAL

Bilingual Curriculum Guides, Etc.

"Administration, Supervision and Implementation of a Bilingual School Curriculum," Carmen Rivera, Principal, Bronx, New York.

"Bilingual Program Development: Project Planning and Implementation," Royce King, Director, Program Planning, Education Service Center, Region XIII, Austin, Texas.

"Bilingual Programs and Migrant Education (K-3)," Dr. Joe Frost, Associate Professor of Curriculum and Instruction, College of Education, University of Texas, Austin, Texas.

Cartel: Annotated Bibliography of Bilingual Bicultural Materials. Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721, May, 1973.

"Carrascolendas -- A TV Experience in Bilingual Education," Carol Perkins, Curriculum Coordinator, Bilingual Instruction Through Television, Education Service Center XIII, Austin, Texas.

Curriculum booklets developed by the Bilingual Education Program, St. Martin Parish - 1973.

Classe Maternelle - Arts du langage (2 texts)
Mathématiques (2 texts)
Premier Grade - Arts du langage (2 texts)
Mathématiques (2 texts)
Deuxième Grade - Arts du langage (2 texts)
Mathématiques (2 texts)
Troisième Grade - Arts du langage (2 texts)
Mathématiques (2 texts)

Español Para el Bilingüe. Marie Esman Barker. National Textbook Company, Skokie, Illinois. 1972. Spanish: High School. Intended for use by both teachers and students. Addresses itself to the student who already speaks Spanish, though usually only of a colloquial type. Attempts to norm and prescribe a more universally accepted or "standard" Spanish for the Spanish-speaker of the United States. The text consists of reading selections, covering different topics and which serve to introduce vocabulary. The readings are followed by activities and exercises on grammatical elements of Spanish.

"The Implications of Early Childhood Education," Dr. Arturo Luis Gutierrez, Consultant, Office of International and Bilingual Education, Texas Education Agency, Austin, Texas.

Kindergarten Bilingual Resource Handbook. Bilingual Program Staff, Lubbock Public Schools, Lubbock, Texas. Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas.

BILINGUAL CURRICULUM GUIDES, ETC. (cont.)

78721. 197[illegible]. English and Spanish: Kindergarten. Teacher guide (largely in English) and resource book for bilingual kindergarten teacher. Contains suggestions for curriculum schedules, activities for Teacher Aides, and classroom arrangements. Also includes detailed strategies and activities for teaching: oral language development, number concepts and skills, science, social studies, health and safety, physical education, art, and music. A section on bilingual resource materials includes nursery rhymes, riddles, games, songs and fingerplays. Detailed instructions for constructing teaching aids and a list of instructional materials are also available.

"The National Multi'Lingual Assessment Program (Its Purpose, Goals and Objections)," Dr. Joe R. Ulibarri, Project Director, National Multi-Lingual Assessment Program, Stockton, California.

New Orleans Bilingual Education Programs: 1973-1974, ESEA Title VII (Application for Continuation of Program)

"Rap Session for Administrators of Bilingual Programs," Victor Cruz-Aedo, Consultant, Office of International and Bilingual Education, Texas Education Agency, Austin, Texas.

"Report on the Bilingual Education Program Title VII, ESEA," Dr. Albar Pena, Chief, Bilingual Education Programs Brance, Division of Plans and Supplementary Centers, Department of Health, Education, and Welfare, U.S. Office of Education, Washington, D.C.

"Services Available to the Field," John Plakos, Director; Andres Guerrero, Curriculum; Juan Rivera, Research - The National Center for Bilingual-Bicultural Education

Social Living I Curriculum Guide Livre du Maitre - Lafayette Parish Bilingual Program, Mr. Harold Gauthe, Dr. Ruth Bradley, and Miss Odette Goussan, 1973.

Social Studies Curriculum Guide Unit - *The Family*, Grade 2 & 3. St. Martin Parish Bilingual Program *The Opposites*, Grade 2 & 3.

"Staff Development of Bilingual Education Programs: A Philosophical Base," Gloria Zamora, Director, Bilingual Education Project, Edgewood Schools, San Antonio, Texas.

"Where Do We Go From Here?" Severo Gomez, Assistant Commissioner of Education, Office of International and Bilingual Education, Texas Education Agency, Austin, Texas.

(Names and Addresses Important for Bilingual Education)

Mr. Gilbert Albert, Director
Caribou Bilingual Education Program
59 Glenn Street
Caribou, Maine 04736

BILINGUAL CURRICULUM GUIDES, ETC. (cont.)

Dr. Ruth Bradley, Director
Lafayette Parish Bilingual Program
400 Willow Street
Lafayette, Louisiana 70501

Mr. Marcel Charland, Director
Bilingual Education Program
Orleans-Essex No. Supervisory Union
P.O. Box 316
Island Pond, Vermont 05846

Mrs. Hazel Delahoussaye, Director
St. Martin Parish Bilingual Education Program
111 Courville St.
Breaux Bridge, Louisiana 70517

Mr. Richard Goulet, National Program Manager
Bilingual Education Program, ESEA-VII
U.S. Office of Education
400 Maryland Ave., SW Rm. 3045, ROB 3
Washington, D.C. 20202

Mr. Robert L. Paris, Coordinator
Service de Liaison des Projets bilingues
francais-anglais
Greenville, N.H. 03048

Dr. Albar Pena, Director
Division of Bilingual Education, USOE
Dr. Gilbert Martinez
Bilingual Bicultural Task Force Manager
California State Department of Education
Sacramento, California

Mr. Normand Robitaille, Director
Greenville Bilingual Program
Church Street
Greenville, N.H. 03048

FLES

Anderson, Theodore. The Teaching of Foreign Languages in the Elementary School. D.C. Heath, 1953. One of the early classics in the field. Still contains some good advice.

Anderson, Theodore. FLES: Struggle Against Mediocrity. Heath, 1970. As the title implies, some advice to the profession in the light of 15 years' experience with FLES.

Annotated Bibliography of Integrated FLES Teaching Materials. Indiana Language Program: Bloomington, 1969.

Bell, T. H. Foreign Languages In The Elementary Schools Of Utah. (See pp. 21 ff.) Utah State Board of Education, 136 East South Temple, Salt Lake City, Utah, 1966.

BEST COPY AVAILABLE

PROFESSIONAL

FLES (cont.)

Connecticut State Dept. of Education. *FLES Evaluation: Language Skill and Pupil Attitudes.* Hartford, 1968.

Cornfield, Ruth. *Foreign Language Instruction:* Dimensions and Horizons. Appleton, 1966.

Culture of Childhood - P. Goodman, Teacher's College Press, 1970.

Donoghue, R. Mildred. *Foreign Language and the Elementary School Child.* Brown, 1968. The most complete text on FLES presently available. It combines a large number of research findings with sound theory. Contains many suggestions for games, songs and A-V materials.

Emanuel, Sister M. *Quomodo Dicitur?* Via Latina, 153 Jefferson St., Tiffin, Ohio. 44883. *Via Latina.* English and Latin parallel page arrangement. Teacher's Manual for *Dic Mihi Latine.* Via Latina, Tiffin, O.

Erikson, Marguerite. *Foreign Languages in the Elementary School.* Prentice-Hall, Inc., 1964. Although not particularly erudite, this small volume does give some good suggestions on games and songs, and insight into the Cleveland (Ohio) and York (Pa.) programs.

Finocchiaro, Mary. *Teaching Children Foreign Languages.* McGraw-Hill, 1964. A good introduction to the field, it covers most aspects of FLES, and gives examples from several languages. Is often used as a text in FLES methods.

FLES Committee of the AATF, *Annual Reports.* One of the few ongoing series on FLES. Each volume contains 10-15 articles on various phases of the program.

Foreign Languages in the Elementary School. A guide for Administration, Teachers, and Parents. State Department of Public Instruction, Indiana, 1964.

Foreign Language in Elementary Schools--(*FLES Packet*)-- Some Questions and Answers, MLA, December, 1953 and June, 1954.

Keesee, Elizabeth. *Modern Foreign Languages in the Elementary School: Teaching Techniques.* U.S. Department of H.E.W., 1960. (Out of Print)

FLES (cont.)

Language Experiences in Early Childhood - Teacher Resource Book, Roach Van Allen, Clarayce Allen; Encyclopaedia Britannica Press, Inc. 1970-1966.

Language Experiences in Reading - Level 1 - Level 2 - Level 3; Roach Van Allen, Clarayce Allen, Encyclopaedia Britannica Press, Inc., 1970-1966.

Lee, W. R. Language Teaching Games and Contests. Oxford Univ. Press, 200 Madison Ave, N.Y. 10016.

Levenson, Stanley. Readings in Foreign Languages for the Elementary School. Blaisdell Publishing Company, 1967. An excellent anthology on a wide variety of subjects which touch on FLES. A good source for some of the classic statements on FLES like McGrath's, and the various MLA pronouncements.

Masciantonio, Rudolph. Look For The Latin Word. A Game Book on English Derivatives and Cognates to Accompany Romani Viventes Et Dicentes. Philadelphia School District Instructional Services, 1971.

Masciantonio, Rudolph. Romani Viventes Et Digentes. A Humanistic Approach to Latin for Children in the Fifth Grade. Teacher's Guide, 1970. Philadelphia School District Instructional Services.

Masciantonio, Rudolph. Voces De Olympo. A Humanistic Approach to Latin for Children in the Sixth Grade. Teacher's Guide. Philadelphia School District Instructional Services, 1970.

MLA, A Survey of FLES Practices. by Nancy V. Alkonis and Mary A. Brophy, November, 1961. Materials Center.

New Dimensions in the Teaching of FLES. Compiled by Virginia Garbaldi Allen; Edited by Andre Paquette. Published by The Indiana Language Program, Indiana University, Bloomington, Indiana 47401.

New York State Department of Education. FLES and the Objectives of the Contemporary Elementary Schools. Report by the FLES Committee of the AATF, 1966.

The 1972-1973; North American French Bilingual Conference (ESEA Title VII) October 19-22, 1972 Madawaska, Maine; prepared by the Service de Liaison des Projets Bilingues Francais-Anglais, Greenville, New Hampshire.

Piaget, Jean. The Language and Thought of the Child. London: Routledge and Kegan Paul, Ltd., 1926.

Pillet, Roger A. and Dunkel, Harold B. French in the Elementary School: Five Years' Experience, University of Chicago Press, 1962.

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[1] No attempt has been made to separate professional materials for FLES or Bilingual Curriculum Guides according to specific language areas or the nature of the material.

PROFESSIONAL

General

Bloom, Benjamin S., David R. Krathwohl, et al. *Taxonomy of Educational Objectives. Handbook I: The Cognitive Domain.* McKay, 1956. *Handbook II: The Affective Domain.* McKay, 1964.

Brooks, Nelson. *Languages and Language Learning.* Harcourt, Brace and World, New York, 1964. (Slightly dated approach, but contains some valuable suggestions, especially with regard to testing).

Changing Patterns in Foreign Language Programs: Report of the Illinois Conference on Foreign Languages in Junior Colleges. Wilga M. Rivers et al, Eds. Rowe, Massachusetts: Newbury House Pub., Inc., 1973. Examines problems of foreign languages in Junior Colleges.

Donoghue, Mildred. *Foreign Languages and the Schools. A Book of Readings.* Dubuque, Iowa: Brown, 1967.

Educational Change, The Reality and the Promise - Richard R. Goulet, Editor; Citation Press, New York 1968.

Gardner, John. *The Self-Renewing Society.*

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Box 7600
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333 S. Wacker Drive
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131 East 23rd Street
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